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ABSTRACT

Presenting a sequenced cultural education program, this curriculum guide for an Iroquois cultural study for elementary grades concentrates on providing a supplemental classroom program to an existing social studies curriculum, though it is also aimed at teaching culture in Native American classes. Program objectives are to provide students with local cultural and historical background, to present a more accurate image of Native Americans, to make all children aware of other cultures, to provide resources to school staff for supplemental teaching, provide students with American Indian cultural background, to compare and contrast past and present Indian life, and to improve self-concept. Units on home-family and local community contain concept and objective sheets, sample lesson plans, activity sheets, sample worksheets, pictures, and evaluation sheets. The unit on study of other Native American communities contains only a brief outline of possible materials. The unit on home and family, to be taught first in its entirety, includes the following concepts: clan system, longhouse as a home, clothing, foods, and infant care. Priority concepts in the local community unit are Mother Earth, the confederacy, contributions, and preserving the culture; other concepts included are music, legends, games, travel, communication, arts and crafts. The guide lists teacher objectives for each unit and contains an annotated bibliography. (RS)

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CULTURAL EDUCATION

IROQUOIS CULTURAL STUDY FOR ELEMENTARY GRADES

MOHAWK LANGUAGE CONSORTIUM

TITLE VII

CULTURAL EDUCATION

(Iroquois cultural study for elementary grades)

Prepared by

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MOHAWK LANGUAGE CONSORTIUM

TITLE VII

SALMON RIVER CENTRAL SCHOOL

FT. COVINGTON, N.Y. 12937

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CULTURAL EDUCATION

Introduction

The Title VII staff of the Mohawk Language Consortium is developing a sequenced cultural education program for classroom presentations. Although this is a two fold program, 1) teaching culture in the Native American classes 2) a supplemental classroom program to the existing social studies curriculum, we are concentrating on the latter.

Purpose

The primary purpose of the Cultural Education program is to provide cultural presentations for the classrooms thus providing the students with another dimension in knowledge acquisition.

A secondary purpose, but equally as important, is to provide the schoo staff with background knowledge of another culture as well as to identify those resources available to them for supplemental teaching.

1.1

CULTURAL EDUCATION

Staffing Plan

Curriculum Specialist - prepare curriculum outline, program format, arrange meetings with administration and classroom teachers, schedule classes, ensure smooth operation of the program, provide lesson plan format, prepare evaluation materials.

Bilingual Teachers - prepare lesson plans and instructional materials, present prepared material to the classes

Resource Specialist - provide cultural background for planning, present more complex lessons in conjunction with the bilingual teachers, act as resource person

Paraprofessional aides- make dittos, and art materials as well as assist in preparation of instructional materials

1.2

Title VII - Cultural Education Program (minimum presentations 15-20 min.)

	Mon.	Tues.	Wed.	Thurs.	Fri.
9:15			Dale Cook 6th gr. Rm. 65	Jerry Collette Rm. 64 6th gr.	
10:00			Don Simpson 6th gr. Rm. 61		
11:30			D. Ellsworth Rm. 46 gr. 4	J. Harvey Rm. 44 gr. 4	Kathy Moultz Rm. 47 gr. 4
12:00			Laurie LaPage Rm. 63 gr. 6		
12:30					Gail Dufalt Rm. 53 gr. 5
1:00					C. Butcher Rm. 50 gr. 4
1:30					Bob LaPointe Rm. 45 gr. 4
2:00				R. Murphy 5th gr. Rm. 54	Gail Cook Rm. 52 gr. 5
2:30			J. Revoir Rm. 51 gr. 5	Bruce Reynolds Rm. 62 gr. 6	Connie Schell Rm. 55 gr. 5
2:45					

TOPIC_____ GRADE-LEVEL_____

TIME ALLOTMENT_____

LESSON PLAN FORMAT

I PURPOSE:

II INSTRUCTIONAL OBJECTIVES:

The student will: 1.
2.
3.
4.

III MATERIALS:

IV METHODS (TEACHING ACTIVITIES)

V EVALUATION:

1.4

PROGRAM OBJECTIVES

CULTURAL EDUCATION

Program Objectives	Implementation
1. Provide students with local cultural and historical background.	Teacher presentations of written lesson plans on the longhouse, clan system, wampum, ceremonies, and the Iroquois history and government. Prepared instructional materials. Class presentations. Notebook file of plans.
2. Present a more accurate image of Native Americans.	Lesson plans on contributions of the Indian to dominant society, lesson plans on important historical and contemporary Indian people, provide students with a role model as each topic will be presented by a Native American teacher or resource person, presentations of lessons in a positive way providing accurate information on the lives, history, and culture of the Iroquois.
3. Make all children aware of cultures that differ from their own.	Teacher presentations of the Iroquois nation to a bi- or multi- cultural group, present lessons on other Indian tribal groups.

Program Objectives	Implementation
4. Provide school staff with resources available for supplemental teaching.	Present each staff member with a written copy of the program and objectives as well annotated bibliography, extend invitations to the staff to visit the resource room and choose those materials that he/she needs for teaching.
5. Provide students with background of the way Indians lived long ago.	Lesson plans written and presented on clothing, foods, care of the infant, longhouse living, games, music, travel, communications, arts and crafts.
6. Compare and contrast how Indians of the past lived, with living today.	Present, in conjunction with above named topics, material comparing the past and present. Discuss the life problems of the Indian yesterday, with those that exist today.
7. Encourage student pride in their heritage and plan ways to improve self concept.	Continuous introduction of positive aspects of the Indian people, discussion of how one should feel about his/her own culture and people, discuss the positive contributions made by the Native American, how students feel.

3.0

PROGRAM SEQUENCE

3.1 Unit I

3.3 Unit II

3.6 Unit III

Program Sequence Introduction

Units I and II follow the same format. Each of these units contain a concept and objective sheet, a sample lesson plan, an activity sheet, a sample worksheet, picture(s) and an evaluation sheet.

It is recommended that Unit I be taught in its entirety. This unit should be presented before Unit II or III as this establishes background information for future units.

As Unit II is of considerable length, the teacher may not have time to complete the twelve concepts. Five concepts have been identified as top priority, in the program. These are as follows: 6.1 - Mother Earth, 6.2-6.3 - The Confederacy, 6.11 - Contributions, 6.12 - Preserving the Culture. The remaining concepts might be presented as time allows.

Unit III provides only a brief outline of material to present. This material is of such a wide scope, that it is not contained in this program. Therefore, it is suggested that in presenting Unit III, the format used in Units I and II might be followed i.e. concepts, objectives, lesson plans, worksheets and pictures for items A-G listed on page 7.1.

Program Sequence	Suggested grade level
Home - Family	K-6
Local Community	K-6
Study of other Native American Communities	4-6

Unit I Home and Family — Suggested time span

A. Homes of the Iroquois
   1. living in the longhouse
   2. the Iroquois village — 1-3 weeks
   3. today's homes

B. The Clan System
   1. names and pictures
   2. reasons for having clans — 1-3 weeks
   3. duties of clan mother

C. Traditional Clothing
   1. clothing long ago
   2. traditional dress today (longhouse) — 1-2 weeks
   3. everyday clothing (today)

3.1

CULTURAL EDUCATION

Program Sequence

Unit I	Suggested time span
D. Foods used and contributed	
1. foods contributed	
2. preparation of foods	1-2 weeks
3. preserving foods	
E. Care of the infant	
1. making of the cradleboard	
2. reasons for use of cradleboard	1-2 weeks
3. use of cradleboard today	

** The suggested time span should be kept flexible. Those teachers that choose projects, will need a longer teaching time depending on the length of their project. Other factors influencing the time span will be the use of resource persons, filmstrips or other visual aids.

*** Unit I, Home and Family, is prepared for classroom instruction in the early elementary grades (K-3), however the teacher may adapt these plans for teaching at a higher level if the students have not previously had this information.

3.2

Program Sequence Unit II Local Native American Community

	time (weeks)	grade
A. Mother Earth		
1. Cycle of life (importance of mother earth, seasons, importance of sun, phases of moon, traditional greetings)		
2. Name for ceremonies (midwinter, maple, etc.)	2-6	3-6
3. Descriptions of ceremonies, their significance		
B. The Longhouse - a symbol of the confederacy		
1. Nations of the longhouse		
2. Duties/responsibilities of the nations	2-6	4-6
3. The longhouse as it exists today		
C. Government and history		
1. Location of the nations		
2. Formation of the confederacy	2-6	4-6
3. Arrival of the Europeans and changes brought about by this		
4. Influence of the wars (French/Indian, Revolutionary)		
D. Music		
1. Music (social/ceremonial)		
2. Names of instruments, their use	1-2	K-6

Program Sequence Unit II Local Native American Community

	Suggested Time Span	Grade Lev
E. Legends		
1. Legends of the Iroquois		
2. Pictographs	2-4 weeks	K-6
3. Legends from other tribal groups		
F. Games		
1. Peach stone game		
2. Lacrosse		
3. Snow Snake	1-3 weeks	3-6
4. Other games (past and present)		
G. Travel		
1. Kinds of travel (Past)		
2. Reasons for kinds of travel listed	1-2 weeks	K-6
3. Comparison with the present modes of travel		
H. Communications		
1. Kinds of communication		
2. Description of communication i.e. pictograph	1-2 weeks	3-6
3. Important aspect of tradition		

3.4

CULTURAL EDUCATION UNIT II

Program Sequence	Local Native American Community suggested time span	grade level
I. Arts and Crafts		
1. Use of immediate environment		
2. Names of arts/crafts i.e. basket weaving, beading, pottery	3-6 weeks	K-6
3. Designs and decorations		
J. Contributions of the Iroquois		
1. Use of environment/surroundings		
2. Democratic form of government	2-4 weeks	4-6
3. Important people		
K. Preserving the Culture/Living Today		
1. Preserving the language		
2. Values of Iroquoian life	2-4 weeks	4-6
3. "Ways of Life" being preserved		
4. Living in today's society		

**Length of time spent on any one topic should remain flexible. Some topics lend themselves to graater discussion and others need time alloted for special projects. The teacher should allow for both.

3.5

CULTURAL EDUCATION

Program Sequence

Unit III Study of other Native American Communities

*** Due to the fact that there are more than 300 Tribal groups and more than 252 different languages for these groups, time and space do not permit outlining a course of study for each group. However the following outline will give the teacher a reference on which further study could be made. Selections of groups to study might be based on such references as The American Indian (see annotated bibliography). After selection of a group for further study, the outline fo. Unit II might be utilized.

A. Names of other tribal groups

B. Locations of these groups on the map (past/present)

C. Selections of two or three groups for further study

D. Comparisons/contrasts, of selected groups, with Iroquois

E. Contributions of other tribal groups

F. Government policies regarding the Native American

G. Present day policies and problems

4.0

TEACHER OBJECTIVES

4.1 Unit I, Unit II

4.2 Unit III

CULTURAL EDUCATION

Teacher Objectives

Unit I — Home and Family

1. Compare and contrast the homes of the Iroquois, comparing those of the past with present day.
2. Explain the clan system, duties of the clan head, and that in each longhouse lived members of the same clan.
3. Point out that traditional dress differs from the clothes that are worn daily today.
4. List and discuss the kinds of foods that were used and contributed by the Indian.
5. Relate how the Indian infant was cared for.

Unit II — Local Native American Community

1. Provide historical background information.
2. Present information on the formation of the confederacy, the league and council.
3. Explain that the longhouse was a symbol of the confederacy.
4. Describe and discuss the ceremonies that take place in the longhouse.
5. Illustrate (demonstrate) the variations of musical forms. i.e. water drum, rattle
6. Present legends that have been handed down for generations.

Teacher Objectives

Unit II — Local Native American Community

7. List and describe the games of the Indian i.e. peach stone, lacrosse
8. Identify methods of travel in the past and compare these with present day travel.
9. Describe means of communication available (past/present).
10. Demonstrate several methods of arts and crafts - including those still used.
11. List and discuss the contributions that the Iroquois have made.
12. Compare and contrast the life of the past with the present i.e. self sufficiency, values.

Unit III — Study of Other Native American Communities

1. List other Native American tribal groups.
2. Point out their locations on a map.
3. Compare several tribal groups to the Iroquois.
4. Present contributions of other tribal groups.
5. Discuss government policies regarding all Native Americans.
6. Present and discuss today's policies and problems of various tribal groups.

5.0 Unit I

HOME AND FAMILY

5.1 The Clan System

5.7 The longhouse as a home

5.13 Clothing

5.20 Foods

5.27 Infant Care

5.32 Evaluation sheet

5.33 Directions for use of evaluation sheet and pupil record sheet

5.34 Pupil record sheet

UNIT I HOME AND FAMILY

CONCEPT	OBJECTIVES	MATERIALS
	The student will be able to:	
I The clan is the true identity of Iroquois Indians.	1. explain that clans are named after an animal which acts as its guarding spirit. 2. select, from a group of animal pictures, the 3 main clans. 3. select, from a group of animal pictures, additional clans. 4. describe how the clan name is passed down from generation to generation. 5. know that those of the same clan are considered relatives. 6. explain that the woman acts as head of the clan. 7. list the duties of the clan mother.	Large pictures of each clan symbol (turtle, bear, wolf, snipe, deer, blue heron). Picture ditto sheets with each clan symbol, for student folders. Bone clan symbols. Fill_in_the_blank ditto sheet.

VOCABULARY

clan
identity
clan mother
clan symbol

SUGGESTED ACTIVITY

Clan Symbol

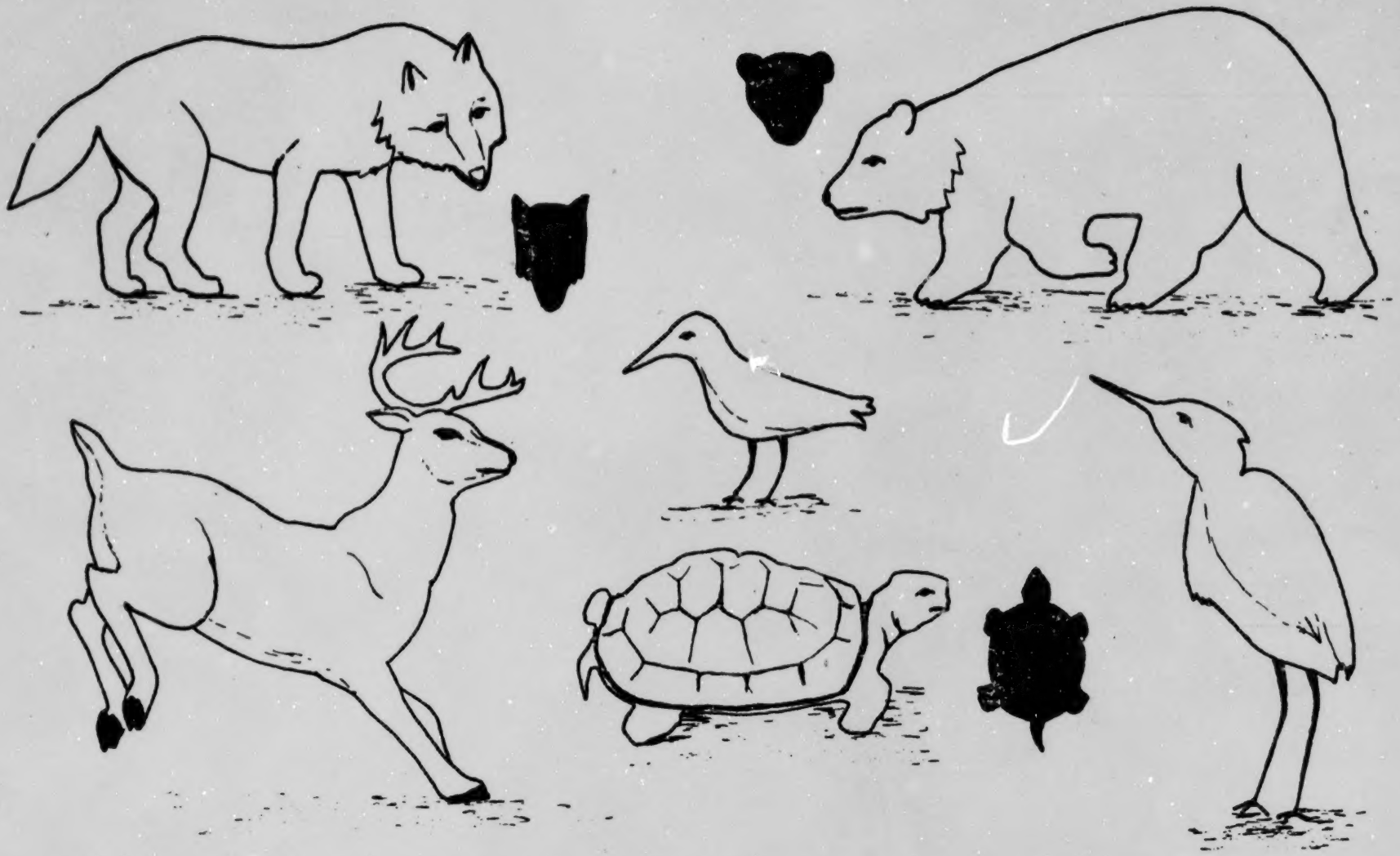
Materials: 2" square piece of felt
several beads of desired color
thread, needle
2" square piece of leather-like material

Method: Provide each student with above materials. Direct the student to draw the clan symbol on the felt. With the threaded needle, the student will bead the outline of the animal.

Variations: For the turtle symbol, a large 1" button (the kind with *no* button holes, but the thread hole is on the underside) might be used for the body. The beading would be for the outline and for the head and legs.

button

outlines of the 3 main clans



Clans are named after an animal which acts as its guarding spirit, i.e., wolf, bear, deer, turtle,heron and snipe.

5.3

SAMPLE LESSON PLAN

Topic: Mohawk Clan System

Grade Level: K-6

Time: 20 minutes

Vocabulary to discuss: rotiniah:ton (turtle clan), rotiskere:wake (bear clan), ronataione (wolf clan), identity, clan, clan mother, clan symbol

I Purpose: To introduce the clans associated with the Mohawks

II Instructional Objectives: The students will:

1. point out and name the three main clans
2. explain how the clan name is passed down
3. identify the clan designs

III Materials: Large chart with clan pictures, ditto pictures of the three main clans, display of Indian jewelry with clan design.

IV Methods: The teacher will name the clan picture, one at a time, pointing out the relationships between the picture and the given clan name. The students will be asked about their clan, if they have one. Clan names may be written on the board. Display Indian jewelry depicting the clans and have the students name each clan. Jewelry may be passed around the room.

V Evaluation: Shown the clan picture, the majority of students will be able to name the three clans, and relate how the clan name is received.

** This plan may be varied according to the grade level.

SAMPLE WORK SHEET

Mohawk Clan System

Fill in the blanks, choosing the correct word from this list:

bear families wise animals wolf mother
respected turtle longhouse clan mothers

1. The three main clans of the Mohawk are _____,
_____, and _____.
2. The clan is handed down to the children from the _____
3. The clan is made up of many _____.
4. The clans lived in a _____.
5. The clan symbols are made up of _____ signs.
6. The father's clan is the same as his _____.

CULTURAL EDUCATION EVALUATION SHEET UNIT I

Topic	Questions	Answers	check one
Clans	1. The three main clans are___.	A. wolf, bear, turtle B. snipe, wolf, deer C. Heron, bear, deer	A.____ B.____ C.____
	2. The clan name is passed down from the _____.	A. mother and father B. mother only C. father only	A.____ B.____ C.____
	3. The head of the clan is the _____.	A. chief B. clan mother C. father	A.____ B.____ C.____
	4. Members of the same clan _____.	A. are considered relatives B. are not related C. dress alike	A.____ B.____ C.____
	5. One of the clan mother's duties is to _____.	A. select a chief B. build the longhouse C. do the hunting	A.____ B.____ C.____

5.6

UNIT I HOME AND FAMILY

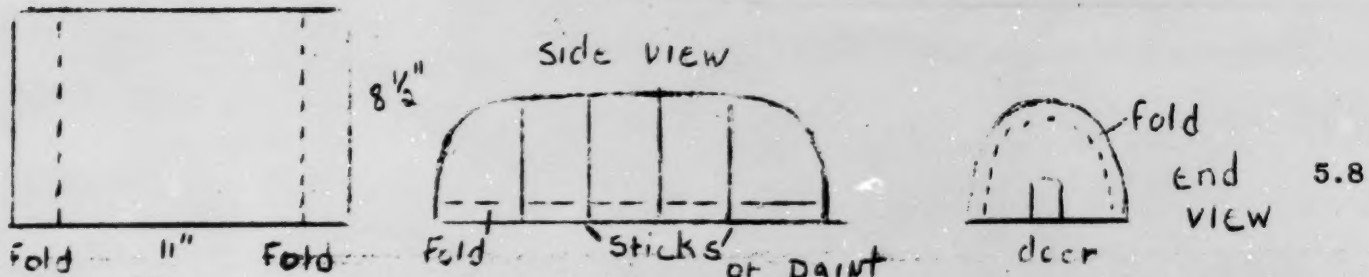
CONCEPT	OBJECTIVES	MATERIALS
	The student will:	
II Iroquois of long ago lived in homes called longhouses.	1. relate how people long ago lived in longhouses.	Replica of a longhouse.
	2. list the clans for each longhouse.	Instructo teaching pictures
	3. relate how a longhouse was constructed.	#780 "Building a Longhouse"
	4. list the reasons for and against families living together.	Ditto sheet with model of longhouse
Vocabulary	5. write and pronounce the Mohawk word for longhouse	Fill_in_the_blanks question sheet
construction		
longhouse		
rafters		
kanonses		

SUGGESTED ACTIVITY

Building a Longhouse

Materials: heavy construction paper or cardboard
small sticks or dowels
white birch bark
scissors
brown paint and brushes

Methods: Using a teaching picture as a guide, direct the students to cut a rectangular piece 8 1/2" by 11" (larger or smaller as desired). Fold each side over about 1/2" so that it can be glued or tacked to the ground board (heavy cardboard or paper). Fold the large paper over, (do not make creases) so that the sides can be attached to the ground piece. Cut two 1/2 oval shapes for the ends. Draw a line about 1/2" from the outside and fold on this line. Cut a door opening for each piece. This will be fastened to the larger piece with glue or staples. White birch bark pieces may be used to cover this frame and sticks may be used along the side or paint might be used to look like poles at intervals along the side.



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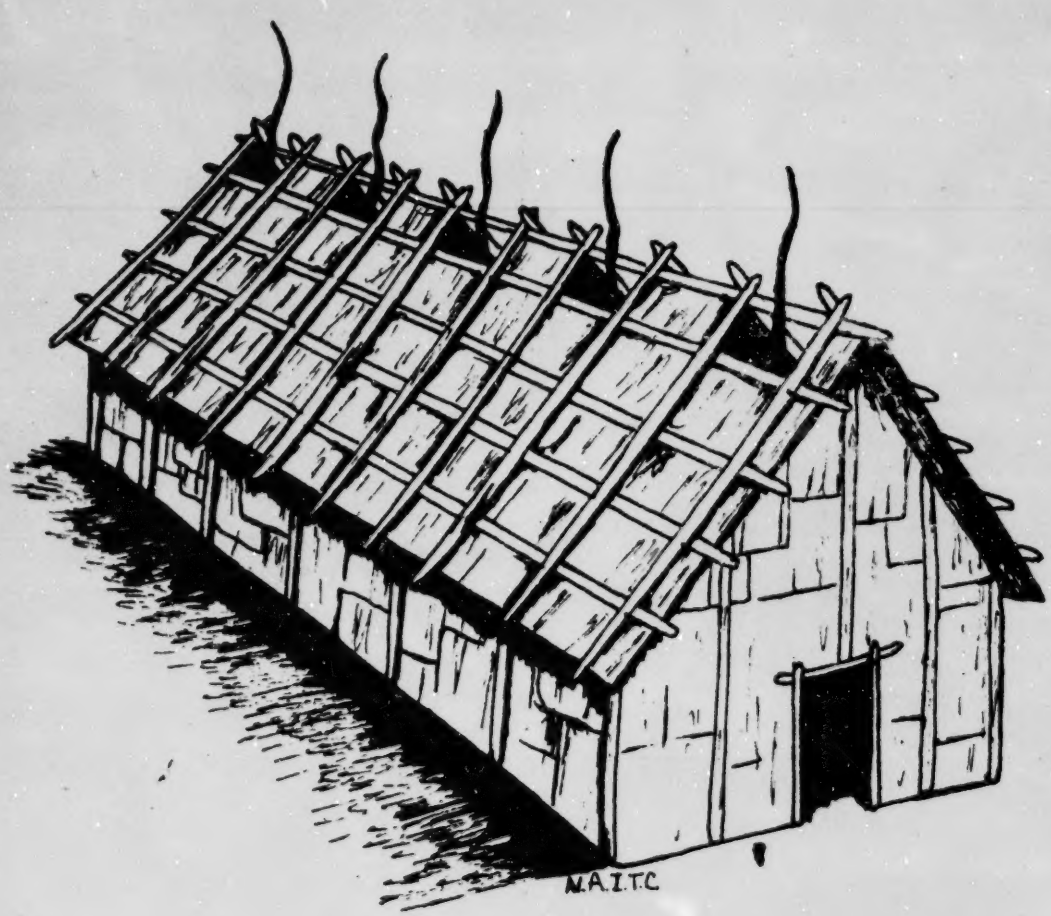
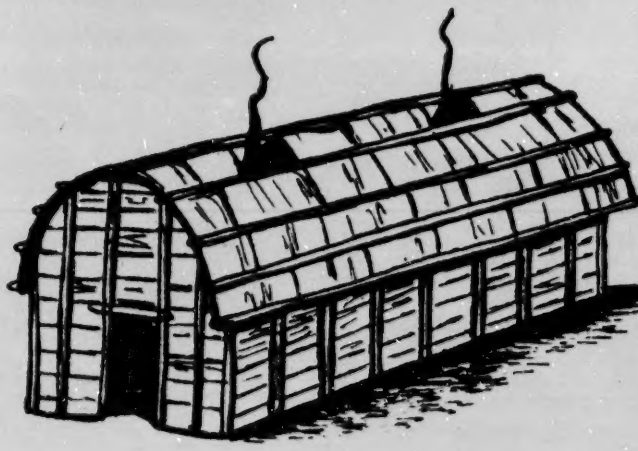




Homes in the Iroquois village were called longhouses. Today the longhouse is used for ceremonial and social gatherings. 5.9

SAMPLE LESSON PLAN

Topic: The Longhouse as a home

Grade Level: K-6

Time: 20 minutes

Vocabulary: kanonsés, construction, longhouse, rafters.

I Purpose: To inform the students about life in the longhouse and how the longhouse was constructed.

II Instructional Objectives:

The student will:

1. recite the Mohawk word for longhouse (kanonses)
2. name three materials used for construction of the longhouse
3. relate how people lived in longhouses long ago
4. list the reasons for families living together

III Material: Large painted picture of the longhouse today, teaching pictures (see bibliography) of the longhouse being constructed, ditto pictures of the longhouse.

Book: Hofsinde, robert. INDIANS AT HOME. Wm. Morrow Co. 1964

IV Method: Read and discuss how the longhouse was made. Tell the students the procedure and material used for constructing the longhouse. Discuss how the people lived in the longhouse long ago. Compare with the houses today. Show the pictures as the content is discussed.

V Evaluation: After the lesson, the majority of the students will be able to fill in the appropriate words in the worksheet ditto.

**The teacher may have to vary the plan according to grade level.

5.10

SAMPLE WORKSHEET

Longhouses as homes

Fill in the blanks, choosing the correct word from this list:

longhouses	bark and wood	fires
clan symbol	Iroquois	roof
brick and stone	clan families	dried cornhusks

1. The longhouse was the home of the _____.
2. The _____ was hung over the door of each longhouse.
3. _____ lived together in the Longhouse.
4. Longhouses were made from _____ _____.
5. The people built _____ in the center of the longhous
6. There were holes in the _____ for the smoke to get out.
7. _____ _____ served as fuel.

5.11

CULTURAL EDUCATION | EVALUATION SHEET | UNIT I

Topic	Questions	Answers	Check one
The Longhouse	1. Iroquois homes of long ago were called___	A. longhouses B. clans C. Mohawk	A._____ B._____ C._____
	2. Each longhouse had a ___ symbol.	A. Mohawk B. round C. clan	A._____ B._____ C._____
	3. There were no ___ in the longhouse;	A. Doors B. windows C. roofs	A._____ B._____ C._____
	4. _____families lived together in the long-house.	A. one B. many C. two	A._____ B._____ C._____
	5. Longhouses were made from ____.	A. stone B. brick C. bark and wood from trees	A._____ B._____ C._____

5.12

UNIT I HOME AND FAMILY

CONCEPT	OBJECTIVES	MATERIALS
III Clothing worn long ago differed from today's clothing.	The student will: 1. explain how clothing today is different than that worn by the Iroquois long ago. 2. relate how material for clothing was obtained and prepared. 3. list ways in which decorations for clothing were made. 4. explain reasons for choice of materials for clothing. 5. describe how the women made individual designs	Large painted pictures of people in traditional dress. Ditto copies of pictures of people in traditional dress, for student folders. Samples of materials used i.e. buckskin, leather, porcupine quills, bone carvings. Fill_in_the_blank question sheet. Instructo transparency #859-32 Dolls dressed in traditional clothing.

SUGGESTED ACTIVITY

Making a vest

Materials: Leather like material

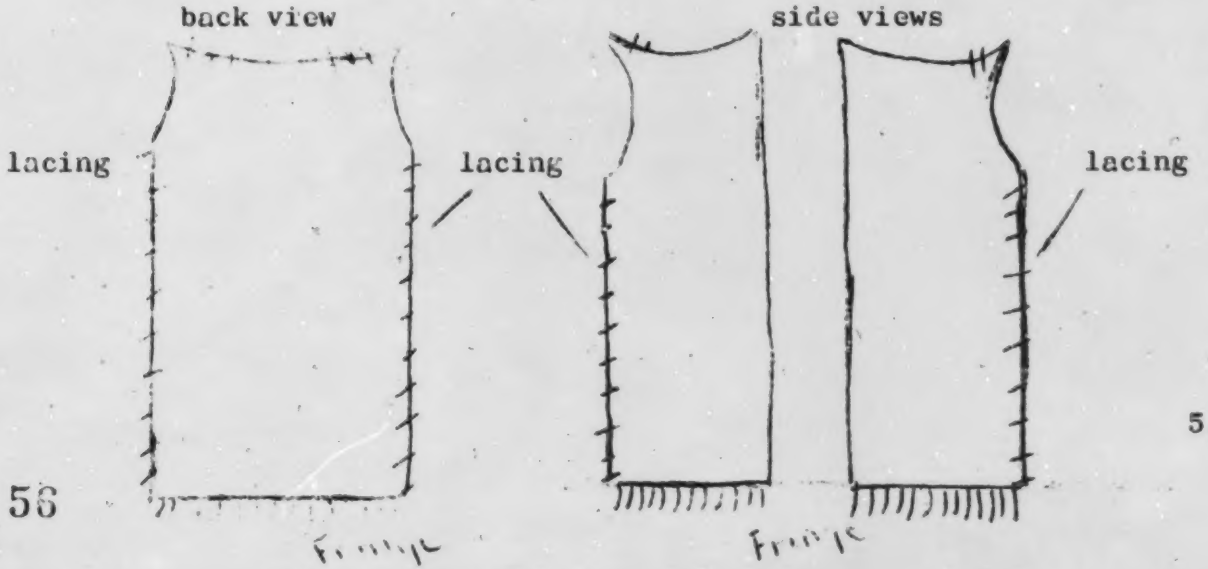
Lacing

Leather punch

Various size patterns made from newspaper or construction paper

Scissors

Method: Provide each student with a vest pattern, material, lacing and scissors. Direct the student to place the pattern on the material so as not to waste any. The vest pieces are then punched at 1/2" to 1" intervals. The student laces the pieces together. Fringe may be cut along the bottom and beading decorations added if desired. Decorations may be designed and painted on the side pieces or on the back.



5.14

Clothing of long ago was made from animal skins. The women decorated the clothing with colorful designs. Today traditional clothing is worn for longhouse gatherings.

5.15

SAMPLE LESSON PLAN

Topic: Traditional Clothing

Materials: Pictures of traditional dress

Grade Level: K-6

Time: 30 minutes

Vocabulary: designs, differed, buckskin, sinew

Purpose: To realize that clothing worn long ago differed from today's clothing and to familiarize students with kinds of clothing worn by Indian people.

Instructional Objective: The student will:

1. Discuss how clothing today is different from that worn long ago.
2. Relate how material for clothing was obtained and prepared.
3. Relate how hides were tanned and made into leather for clothing.
4. Understand that men and women today use bright colored fabric for clothing.
5. List ways in which decorations for clothing were made.
6. Cite reasons for choice of material for clothing.

Materials: A picture of Indian men in traditional clothing, ditto copies of pictures of people in traditional dress, samples of materials (i.e. buckskin, porcupine quills, and Indian costume).

Methods: Discuss and show pictures. The following information might be used. Our Indian people long ago used to hunt wild game to make clothing and other household items. The women would tan the hides and make clothing for the menfolk, children, and themselves. Soon the Indians began to trade with the people outside the village. The villagers traded bright colored fabrics and ribbons for other articles the Indians had. Now the Indians use these bright fabrics and ribbons to adorn themselves and their traditional clothing. The buckskin was dried and smoked, and stretched. The designs were varied and beautiful, usually of floral design. The women made their own, and designs

SAMPLE LESSON PLAN (con't)

were individual. The beads were dyed with juices from various herbs and berries. Moose hair and porcupine quills were also used for decoration. Materials used in sewing of the pieces were bone needles and sinew.

Evaluation:

Accompanying worksheet.

The majority of students will be able to answer at least six out of the eight questions.

**This plan may have to be varied according to grade level.

SAMPLE WORKSHEET

Clothing Worksheet

Circle the correct answer:

1. Clothing was made of

   a. silk
   b. cotton
   c. leather

2. The pieces were sewed together using

   a. metal needle and thread
   b. bone needle and sinew
   c. glue

3. The Indian people wore

   a. mocassins
   b. earth shoes
   c. boots

4. The leather was used for

   a. clothing
   b. blankets
   c. lining barrels
   d. all of the above

5. The clothing was decorated with

   a. yarn
   b. porcupine quills
   c. braid trim

6. Today the traditional clothing is worn

   a. everyday
   b. to school
   c. for special occassions

7. For warmth in winter, the clothing was made of

   a. fur
   b. wool
   c. nylon

8. The fringe was decorative and also served as

   a. protection from the rain
   b. pieces for mending a torn area
   c. both a and b

Topic	Questions	Answers	Check One
Traditional clothing	1. Clothing of long ago was made from ____.	A. animal skins B. cotton C. polyester	A.____ B.____ C.____
	2. Clothing of long ago was ___ today's clothing.	A. the same as B. different than C. more expensive than	A.____ B.____ C.____
	3. Buckskin was stretched dried and _____.	A. dyed B. woven C. smoked	A.____ B.____ C.____
	4. Decorations were made from bones, shells, and _____.	A. porcupine quills B. plastic C. metal	A.____ B.____ C.____
	5. The ____ made their own individual designs.	A. father B. grandfather C. women	A.____ B.____ C.____

5.19

UNIT I HOME AND FAMILY

CONCEPT	OBJECTIVES The student will:	MATERIALS
IV Indians used and contributed many kinds of foods.	1. list the three vegetables called the "3 sisters" (corn, beans, squash). 2. list the foods contributed by the Indians i.e. potato, corn, pumpkin. 3. relate how foods were prepared i.e. drying meat, pounding corn. 4. explain how all parts of the foods were used and nothing wasted. 5. discuss how Indians were hospitable, always sharing their food with those that had none. 6. know about Indian recipes i.e. fried bread, corn soup 7. recite the meaning of the words mortar and pestle	Ditto pictures of mortar and pestle, pumpkin, drying meat, dried apples, corn, and Indians showing hospitality. (from Native American Travelling College) Picture of corn, beans, squash, for student folder. PARKER ON THE IROQUOIS p. 32 plate 4 hominy corn p. 42 plate 8 cooking in the Longhouse p. 58 popcorn sieve p.68 plate 20 pounding corn p. 68 plate 21 roasting corn Ditto sheets-recipes for fried bread, corn soup.

Vocabulary

hospitable
mortar
pestel
contributed
refrigeration

SUGGESTED ACTIVITY

Fried bread (preparation of) Ka na ta ›a ke ri ta

Materials: flour, baking powder, salt, milk, oil, electric fry pan, biscuit cutter, recipe.

Methods: Write the Mohawk name for fried bread on the board. List the ingredients. Pass out a ditto sheet with the recipe on it. Read the recipe with the students. Have the students take turns mixing the ingredients and placing the mixture in the fry pan.

Recipe: 4 c flour, 2 t baking powder, 1 t salt, 2 c milk.
Sift flour, baking powder and salt together. Add milk and stir to form a soft ball and until it is easy to handle. Flatten out on floured board to about 1" thickness. Cut with biscuit cutter and fry in 1/4" hot oil, turning when brown on both sides. Place on a paper towel for a few minutes to soak up the oil. Butter the warm bread and enjoy it!

SUGGESTED ACTIVITY

Utensils - Use of the mortar and pestle.

Dried corn was put into a wooden mortar and pounded into meal with a wooden pestle.

Materials: small round bottle

clay

thin stick that is a little taller than bottle

paint and brushes

Methods: Use a small round bottle, such as a pill bottle, and shape clay around the sides and bottom of the bottle. Shape clay around each end of the stick to make a pestle.

Let the clay dry and paint.

Mortar---

Pestle---

5.22

Indians contributed many foods. Corn, beans and squash are often called the three sisters. The mortar and pestle were used to grind corn for bread. Meat was dried for preservation.

5.23

SAMPLE LESSON PLAN

Topic: Indian Foods

Grade level: K-6

Time: 20 minutes

Vocabulary: hospitable, mortar, pestle, contributed, refrigeration, kanatakerita(fried bread).

I Purpose: To acquaint the class with various foods contributed by the Indians.

II Instructional Objectives:

The student will:

1. name three vegetables called the three sisters
2. name food contributed by the Indians
3. know about Indian recipes
4. state how foods were prepared

III Materials: Pictures of kinds of food and the processes of preparation (see teaching, pictures, bibliography), dittos of foods being prepared, recipes, and worksheet.

IV Show the various pictures of foods and their preparation, discussing each picture. Discuss uses of the foods contributed. Discuss and compare the foods prepared today with the way they were prepared long ago. i.e. in corn soup today there are more vegetables whereas in the past corn soup was mostly corn and meat.

V Evaluation: The majority of students will be able to answer orally, or on a worksheet, questions asked.

** The plan may have to be varied according to the grade level.

SAMPLE WORKSHEET

Indian Foods

Fill in the blanks, choosing the correct word from this list:

Corn, beans, squash	drying	mortar
corn, peas, squash	canning	pestle
potatoes and apples	meat and apples	shared
apples	cheese	

1. The "three sisters" are _____, _____, and _____.
2. Foods were preserved by _____.
3. Corn was pounded with a _____.
4. Indians contributed many foods such as _____, and _____.
5. Indians were hospitable people and _____ their food.
6. _____ and _____ were preserved by drying

5.25

CULTURAL EDUCATION EVALUATION SHEET UNIT I

Topic	Questions	Answers	Check on
Foods	1. The "three sisters" were corn, beans, and ___.	A. bread B. tomato C. squash	A.____ B.____ C.____
	2. Indians contributed many foods such as____.	A. tomato, pumpkin, potato B. wheat C. cheese	A.___ B.____ C.____
	3. Foods were preserved by _____.	A. refrigeration B. drying C. canned	A.____ B.____ C.____
	4. A mortar and pestle were used for pounding _____.	A. corn B. tomato C. meat	A.____ B.____ C.____
	5. The Indians were ____ people and shared their food.	A. hungry B. selfish C. hospitable	A.____ B.____ C.____

5.26

UNIT I HOME AND FAMILY

CONCEPT	OBJECTIVES	MATERIALS
	The student will:	
V The Indian Infant was well cared for.	1. describe how the Indian babies were carried.	Ditto picture of cradleboard for student folder.
	2. name the reasons for using the cradleboard	Real cradleboard to exhibit to the class.
	a) close to the parents	
	b) sheltered and safe	Model of cradleboard that
	c) baby feels secure	class can make.
	d) baby can see everything	
Vocabulary	e) mother's hands are free to work while baby is safe	Film strip "Indian Children"
cradleboard		which relates how Indian
sheltered	3. discuss and compare the	children were cared for.
secure	cradleboard and today's	
compare	canvas baby carriers	Fill-in-the-blank
	4. know that cradleboards	question sheet.
	are still made and used	
	today	

SUGGESTED ACTIVITY

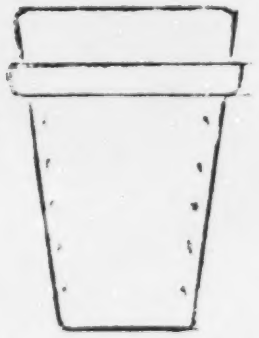
Making a model cradleboard

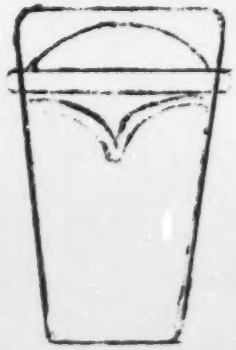
Materials: felt material, construction paper, hole punch
beads, needle, colored yarn, thread
scissors, small model of infant (if available) brushes, paint

Methods: Cut paper to size desired. Cut the strip for head protector. Paint the paper and head strip. When dry, make a colored design on the back of the cradleboard i.e. flowers, clan symbol. Punch holes on each side of the painted paper, spacing them evenly.

Cut a piece of felt 2/3 the length of the model cradleboard. Punch holes on each side and on the bottom of the felt - matching these holes up with the holes in the model cradleboard. Cut a slit about a 1/2 inch down the front of the felt. Thread this with colored yarn making a bow at the top.

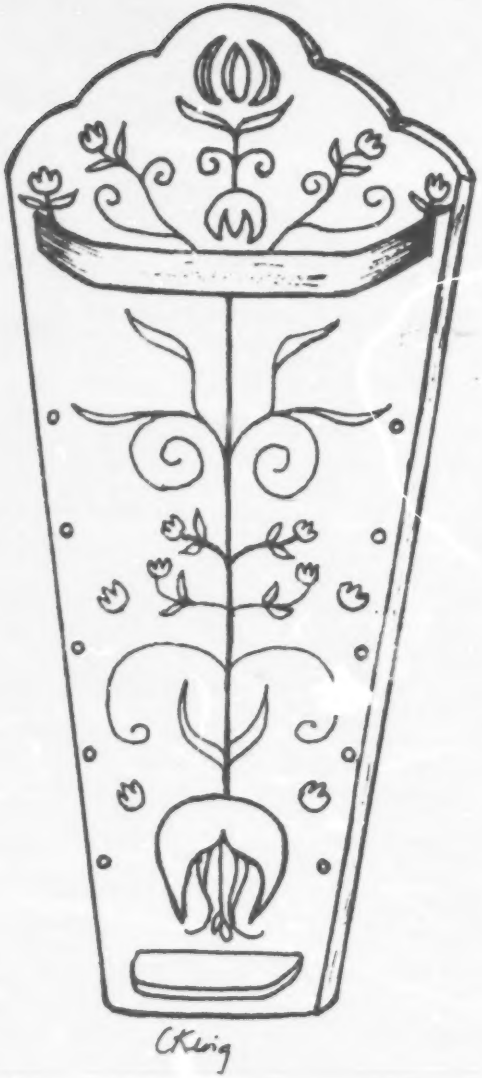
Sew the felt piece to the cradleboard. Attach yarn to each side of the cradleboard for carrying. The cradleboard is now ready for its occupant.





--completed model ready for beading designs

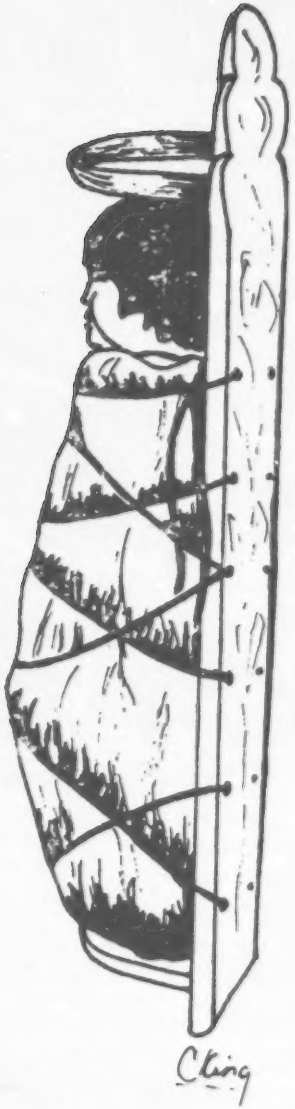
5.28



Indian babies are carried on the cradleboard.

The baby is safe and secure.

The cradleboard is still used today.



5.29

SAMPLE LESSON PLAN

Topic: Cradle Board

Materials: Cradle Board, Doll and Story

Grade Level: K-6

Vocabulary: cradleboard, sheltered, secure, compare

Time: 20 minutes

Purpose: To acquaint the students with the mode of caring for infants in Native American culture.

Instructional Objectives:

The students will:

1. Discuss the fact that Native American ideas are adapted by modern society.
2. Relate the fact that Indian babies were carried on a cradle board.
3. Name the reasons for using the cradle board
   a) close to the parents
   b) sheltered and safe place
   c) baby feels secure
   d) baby can see everything that's going on
   e) better posture
4. Describe the comparison between the cradle board and canvas baby carriers used today.

Materials: Cradle, board, doll, ditto picture of cradle board for student folder, model of cradle board and materials for making it (poster board, felt material, beads, needle, yarn, thread, scissors).

Methods: The children will be seated in a semi circle. Show the cradle board and explain what materials are used for the board. Put the doll in the board, as you tell the story, to show how infants are fitted. Then pass the cradle board around so the children can have a closer view. Show the students a replica of a cradle board. Explain how it can be constructed. Pass out the materials to each student. Direct them to make their own cradle board replica.

Evaluation: When given a worksheet, the majority of students will be able to answer correctly.

** This plan may have to be varied according to the grade level.

SAMPLE WORKSHEET

Care of the Infant

Fill in the blanks, choosing the correct word from this list.

cradle boards	secure	cradleboard	blanket
carrying	hung	mother	see-observe
decorated	wood	cotton	

1. Cradleboards were used for _____ the infants.
2. The baby was close to the _____ when in the cradleboard.
3. Today _____ are still used.
4. The canvas baby carrier is used like the _____.
5. Cradleboards were sometimes _____ in a safe place.
6. The baby could _____ everything going on around him.
7. Cradleboards are usually _____.
8. Cradleboards are made from _____.

5.31

CULTURAL EDUCATION EVALUATION SHEET UNIT I

Topic	Questions	Answers	Check One
The Cradleboard	1. Indian babies were carried in a ____.	A. baby carriage B. cradleboard C. blanket	A.____ B.____ C.____
	2. The baby in a cradleboard is close to the _____.	A. parents B. brothers C. sisters	A.____ B.____ C.____
	3. The cradleboard provi es a ___ place for the baby.	A. risky B. dangerous C. safe	A.____ B.____ C.____
	4. The cradle board is ____ used today.	A. sometimes B. never C. always	A.____ B.____ C.____
	5. Cradleboards are made from ____.	A. plastic B. cotton cloth C. wood	A.____ B.____ C.____

5.32

Directions Unit I

I Directions For Use of The Evaluation Sheet

1. Evaluation question sheets are included with each concept. These may be used in two ways 1) complete all 5 concepts before presenting the corresponding evaluation sheets 2) present the evaluation sheet after each concept has been completed.
2. With each evaluation sheet, read the questions aloud, as the students read silently (older students will be able to read on their own). Direct them to check (✓) the correct answer (A,B or C) in the blank at the right of the page.

II Directions For Use of The Pupil Record Sheet

1. On the pupil record sheet, record the student's name, and check (✓) each correct response.
2. Total the number of correct responses for each student and record this total under the column marked SCORE. A score of 23-25 correct responses indicates a letter grade of A. A score of 20-22 indicates a letter grade of B. A score of 18-19 indicates a letter grade of C. Scores 17 and below, indicate that the student did not understand the concept items as presented.
3. The teacher should make note of those scores of 17 and below. These items may need more emphasis when future presentations are made.

Note: To further enhance the teacher's awareness of difficult items, a column has been alloted for percentiles for each individual concept.

e.g. 5 items correct - 100% 4 items correct - 80% 3 items correct - 60%

CULTURAL EDUCATION UNIT I PUPIL RECORD SHEET RM.#_____ TEACHER_____

Topics	Clan System	%	The Longhouse	%	Traditional Clothing	%	Traditional Foods	%	Infant Care	%	Total Score
Questions	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		
Student											

5.34

6.0 UNIT II

LOCAL NATIVE AMERICAN COMMUNITY

6.1 Mother Earth

6.2 The Longhouse - a symbol of the Confederacy

6.3 Formation of the Confederacy

6.4 European Contact

6.5 Music

6.6 Legends

6.7 Games

6.8 Travel

6.9 Communications

6.10 Arts and Crafts

6.11 Contributions

6.12 Preserving the Culture/Living Today

CULTURAL EDUCATION CONCEPT

"Mother Earth" is of great importance to the Indian People.

Vocabulary
cycle
pollution
ceremonies
survive
phases

UNIT II

OBJECTIVES

The student will:

1. list the reasons that earth is referred to as "Mother Earth" and explain why we can't survive without her
2. present ways "Mother Earth" can be cared for
3. point out the seasons and months in the cycle of life
4. name five ceremonies and discuss their significance i.e. Midwinter, Maple Syrup, Planting, Strawberry, Green Beans, Green Corn, Harvest
5. list the first three items of the traditional greeting in correct order

MATERIALS

Title IV Cultural Guide (Buffalo Public School), Mother Earth Lesson Plan A and B.

Chart-Mother Earth's Cycle of Life.
Ditto sheets of cycle.
Pictures of ceremonies.
Filmstrip with captions - INDIAN CELEBRATIONS.

Film - CRY OF THE MARSH

Record - SONGS FROM THE IROQUOIS LONGHOUSE - (The Great Feather Dance
The Medicine Dance
Women's Shuffle Dance)
Chart - Cycle of the Major Ceremonies in the Longhouse.
THE IROQUOIS PEOPLE - (N.A.I.T.C.) p. 6, 7 Our Mother, The Earth
Traditional greeting chart

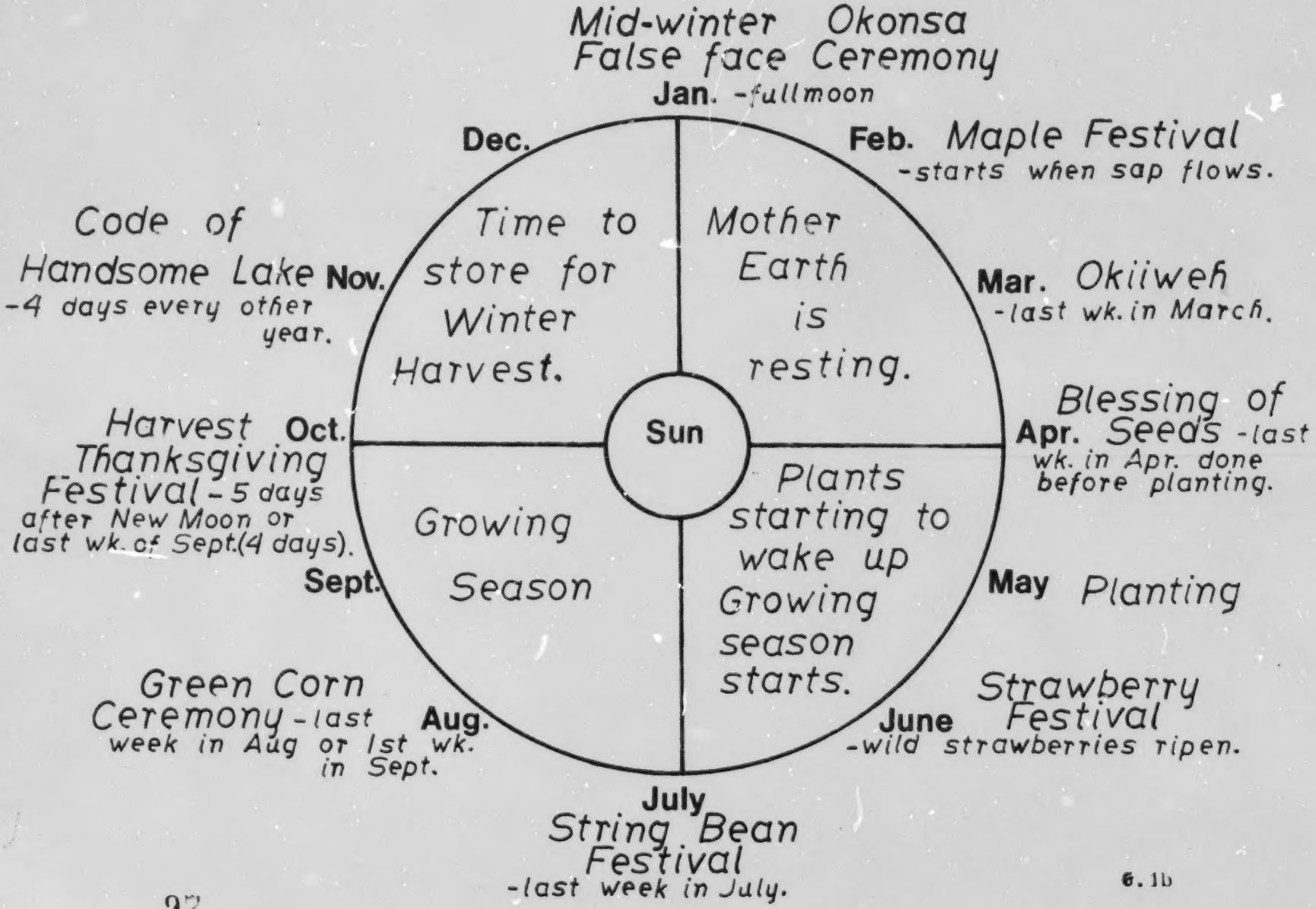
SUGGESTED ACTIVITY "MOTHER EARTH"

Materials: tagboard or heavy construction paper old magazines paste
crayons or colored pencils scissors

Method: Show students a large chart of "Mother Earth" Cycle. Point out the clockwise direction of the months. Point to each section of the chart. Discuss what Mother Earth is doing in each season. Name a ceremony that takes place in each month.

Distribute the tagboard and crayons. Have the students draw a circle on the tagboard. They should draw divisions, labeling the months. Direct the students to draw in a picture, or cut one from a magazine, for each season. Have them label at least one ceremony or festival for each season.

6.1a


Mid-winter Okonsa
False face Ceremony
Jan. -fullmoon
Dec.
Feb. Maple Festival
-starts when sap flows.
Code of
Handsome Lake
-4 days every other
year.
Nov.
Time to
store for
Winter
Harvest.
Mother
Earth
is
resting.
Mar. Okiiweh
-last wk. in March.
Blessing of
Apr. Seeds -last
wk. in Apr. done
before planting.
Harvest
Thanksgiving
Festival - 5 days
after New Moon or
last wk. of Sept.(4 days).
Oct.
Sun
Growing
Season
Plants
starting to
wake up
Growing
season
starts.
Sept.
May Planting
Green Corn
Ceremony - last
week in Aug or 1st wk.
in Sept.
Aug.
Strawberry
Festival
June
-wild strawberries ripen.
July
String Bean
Festival
-last week in July.

6.1b

SAMPLE LESSON PLAN

Topic: "Mother Earth"

Grade Level: 3-6

Time: 30 minutes

Vocabulary to discuss: symbolic, dependent, respect

Purpose: To show the students how the Indian people feel toward "Mother Earth"

Objectives: The student will:

1. list ways the earth is considered our mother
2. explain how the earth is symbolic (all creatures are dependent upon the mother)
3. explain why the women's dance is also symbolic, (the women's feet never leave the floor, the women and Mother Earth are one).

Materials: Story of the creation in pictograph.

Transparencies Overhead projector

Methods: Introduce the new concept by briefly explaining why the Indian people have such respect for the "Mother Earth". Read the creation story to the class using the transparencies. Discuss the legend. Pass out sheets of paper. The students may make their own story, using the pictograph symbols. Have the students tell orally, their story.

Evaluation: The majority of students will be able to answer 4 out of 5 oral questions.

SAMPLE WORKSHEET

"Mother Earth"

Fill in the blanks, choosing from the words below. The words may be used more than once.

1. The earth is referred to as _____ Earth.
2. All creatures are dependent upon their _____.
3. In the Creation Story, the earth was covered with _____.
4. The four animals that came to the aid of the sky woman were beaver, muskrat, duck, and _____.
5. The earth is said to ride on the back of the _____.

mother	water
father	sky
grandmother	loon
turtle	

6.1d

CULTURAL EDUCATION EVALUATION SHEET UNIT I

Topic	Questions	Answers	Check One
I Mother Earth	1. The Mid-Winter Ceremony is celebrated in _____.	A. January/February B. February/March C. March/April	A._____ B._____ C._____
	2. The Peach Stone Game is played during the _____ ceremony.	A. Mid-Winter B. Strawberry C. Maple	A._____ B._____ C._____
	3. Indians call the earth _____ _____.	A. Sister Earth B. Grandmother Earth C. Mother Earth	A._____ B._____ C._____
	4. The cycle of life is divided into four _____.	A. months B. seasons C. years	A._____ B._____ C._____
	5. The traditional greeting starts with)____.	A. fire,people,earth B. people,earth,fire C. earth,fire,people	A._____ B._____ C._____

6.1e

Where is the Eagle?

The Great Chief in Washington sends word that he wishes to buy out land. How can you buy or sell the sky - the warmth of the land? The idea is strange to us. Yet we do not own the freshness of the air or the sparkle of the water. How can you buy them from us? Every part of this earth is sacred to my people. Every shiny pine needle, every sandy shore, every mist in the dark woods, every clearing and humming insect is holy in the memory and experience of my people.

"We know that the white man does not understand our ways. One portion of the land is the same to him as the next, for he is a stranger who comes in the night and takes from the land whatever he needs. The earth is not his brother but his enemy, and when he has conquered it he moves on. He leaves his father's graves and his children's birthplace is forgotten.

"There is no quiet place in the white man's cities. No place to hear the leaves of spring or the rustle of insect wings. But perhaps because I am savage and do not understand - the clatter only seems to insult the ears. And what is there to life if a man cannot hear the lovely cry of the whippoorwill or the arguments of the frog around the pond at night?

"The whites, too, shall pass - perhaps sooner than the tribes. Continue to contaminate your bed and you will one night suffocate in your own waste. When the buffalo are all slaughtered, the wild horses all tamed, the secret corners of the forest heavy with the scent of many men, and the view of the ripe hills blotted out by talking wires. Where is the thicket? Gone. Where is the eagle? Gone. And what is it to say goodbye to the swift and the hunt, the end of living and beginning of survival?"

Chief Sealth of the Duwamish tribe wrote these words in a letter sent to President Franklin Pierce in 1855.

Conservationist Jan./Feb. '76

6.1f

CULTURAL EDUCATION

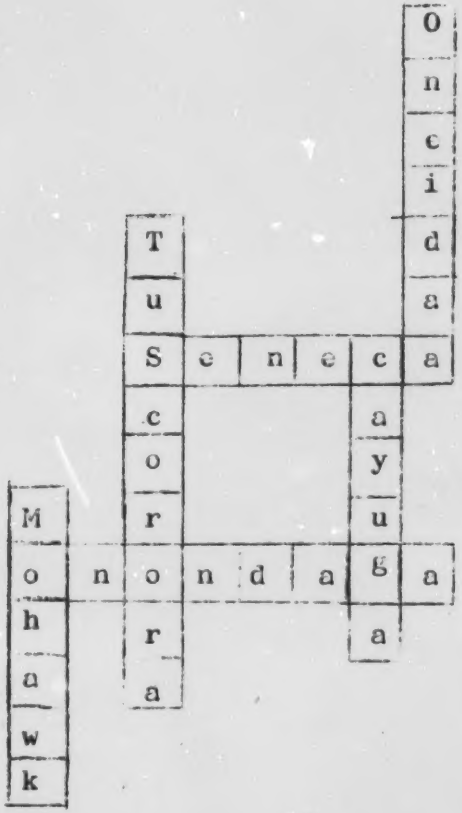
UNIT II

Concept	Objectives The student will:	Material
II The Longhouse today is a symbol of the confederacy.	1. name the nations of the confederacy - Seneca, Oneida, Onondaga, Mohawk, Cayuga, Tuscarora is an adopted nation.	Longhouse painting (picture of longhouse today).
	2. compare and contrast the use of the longhouse in the past with its use today i.e. meetings, ceremonial presentations, social gatherings, marriages, burial services.	Pictures of Longhouse gatherings i.e. Handsome Lake Code picture, Harvest Ceremony.
Vocabulary symbol confederacy Grand Council representatives	3. name the nation that is the head of the confederacy (Onondaga)	Ditto sheet listing each nation and the number of representatives.
	4. list the functions of the Grand Council	THE IROQUOIS PEOPLE p.2
	5. list the number of representatives from each nation that participate in the Grand Council Meeting (9 Mohawks, 14 Onondagas, 10 Cayugas, 8 Senecas, 9 Oneidas)	

Suggested Activity The Longhouse - Symbol of the Confederacy

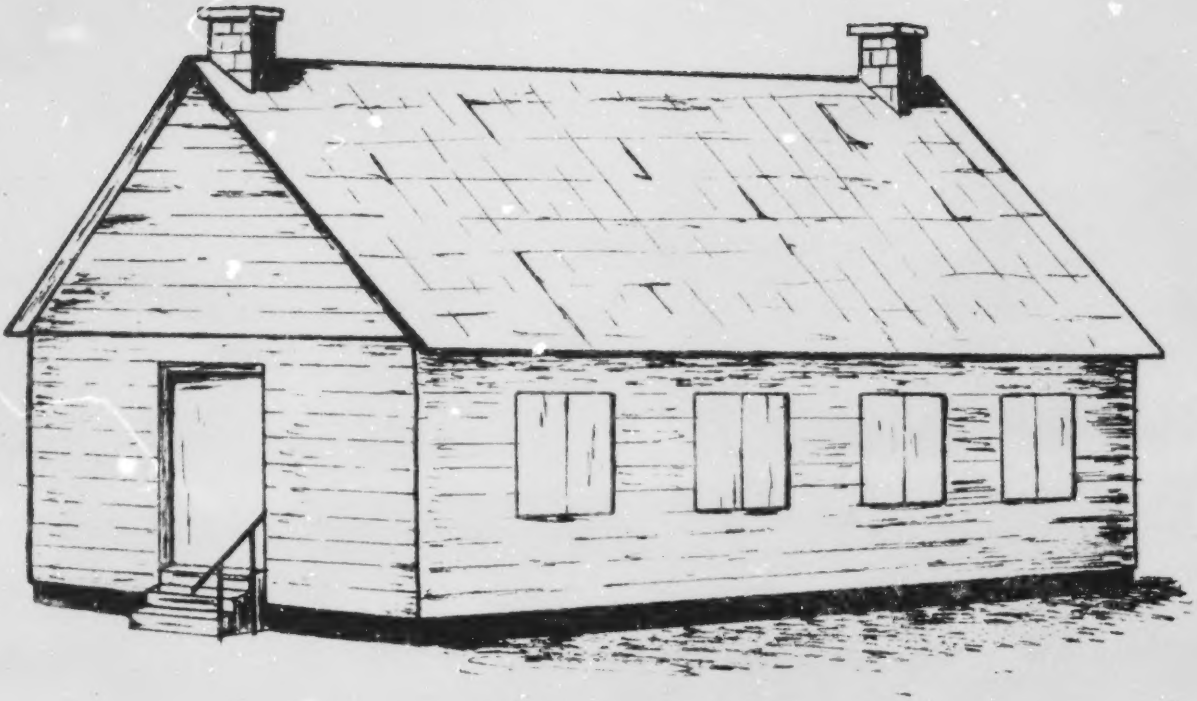
Materials: pencils puzzle page

Method: After the teaching of the nations of the confederacy (including the adopted nation), distribute the puzzle page for completion. When the students have filled in all of the blanks, go over the puzzle orally with them.



1. Eastern Door Keeper
2. Western Door Keeper
3. Head of the Confederacy
4. Has 10 chiefs or representatives
5. Has 9 chiefs or representatives
6. Adopted Nation

6.2a



The longhouse today is not used for living purposes. Today it is used for special events e.g. ceremonies, social gatherings, a meeting place.

6.2b

SAMPLE LESSON PLAN

Topic: Compare the Use of the Longhouse - Past and Present

Grade Level: 4-6

Time: 30 minutes

Vocabulary to Discuss: ceremonies singing society clan mother

Purpose: To acquaint the student with the purpose of the longhouse today and comparing it with its uses in tha past.

Objectives: The student will:

1. list events that take place in the longhouse today
2. compare today's living to living in the longhouse long ago
3. contrast the basic process of marriages in the longhouse to church ceremonies

Materials: Pictures of longhouse today. Pictures of longhouse in the past. Narrative. Ditto sheets of longhouse.

Method: Ask students to recall information about the longhouse. Present the following information:

The longhouse today is not used everyday for living. Today we use the longhouse for special events i.e. ceremonial presentation, social gatherings and dancing, as a meeting place, marriages, burials, discussing problems. The Singing Society also practices songs and dances in the longhouse.

A longhouse marriage is quite different from other marriage ceremonies. Two people to be married, first approach a Chief or a Clan Mother. A time and day is alloted. The family/people of the woman, gather to cook and prepare for festivities. The woman takes a basket, placing in it some fabric and sewing articles. The man has a basket with food items in it. At a particular point in the ceremony, the two people trade baskets which is symbolic. The man provides food for the wife and she provides clothing and takes care of the man. They are advised of their duties to each other and how they should bring up their children.

Evaluation: Presented with a worksheet, the students will answer at least 80% of the questions correctly.

SAMPLE WORKSHEET

Use of the Longhouse Today

Directions: Read the questions below and indicate a true or false response in the blanks to the right.

1. Today, the longhouse is used for everyday living. 1.____
2. The longhouse was used to provide shelter to many families in the past. 2.____
3. Sacred ceremonies are seldom performed in the longhouse today. 3.____
4. The Singing Society is a group of young people who do all the cooking for the ceremonial events of the longhouse. 4.____
5. A longhouse marriage is quite different from other marriage ceremonies. 5.____
6. The two people, who wish to be married, approach a chief or clan mother to make arrangements. 6.____
7. The man's family does the cooking for the ceremony. 7.____
8. The man and woman, to be married, exchange baskets during the ceremony. 8.____
9. The man provides a basket of food as a part of the ritual. 9.____
10. The woman carries roses and ribbons in her basket. 10.____

6.2d

Topic	Questions	Answers	Check One
II Longhouse - a symbol of the Confederacy.	1. The adopted nation in the confederacy is _____.	A. Tuscarora B. Seneca C. Mohawk	A._____ B._____ C._____
	2. The seat of the Confederacy is the ___ Nation.	A. Oneida B. Cayuga C. Onondaga	A._____ B._____ C._____
	3. The longhouse today is used for _____.	A. family living B. ceremonial and social gatherings C. sweat lodge	A._____ B._____ C._____
	4. The Eastern doorkeepers are the _____.	A. Cayuga B. Seneca C. Mohawks	A._____ B._____ C._____
	5. The Western doorkeepers are the _____.	A. Senecas B. Oneidas C. Mohawks	A._____ B._____ C._____

CULTURAL EDUCATION

UNIT II

CONCEPT	OBJECTIVES The student will:	MATERIALS
III The confederacy was formed for strength, unity and peace.	1. locate the six nations on the map. 2. name the towns or cities nearby. 3. list reasons why the confederacy was established i.e.(peace among the nations.) 4. explain when issues can be passed (all nations are in agreement). 5. know that one nation has veto power over all other nations. 6. recognize that the formation of the league made the Iroquois Confederacy the most powerful Indian alliance in eastern North America.	Map of N.Y. State and Canada (large). Small ditto maps. Flash cards of the nations (to be placed on the map when locating the nations) The CONSERVATIONIST - pp. 4-5 <u>The Founding of the League of the Iroquois</u>. pp. 12-16 <u>From Lake Champlain to Eagle Bay</u>. PARKER ON THE IROQUOIS Book III <u>The Constitution</u> THE IROQUOIS PEOPLE <u>Formation of the Confederacy</u>. p.2
<u>Vocabulary</u> confederacy veto power league alliance		

6.3

Suggested Activity Formation of the Confederacy

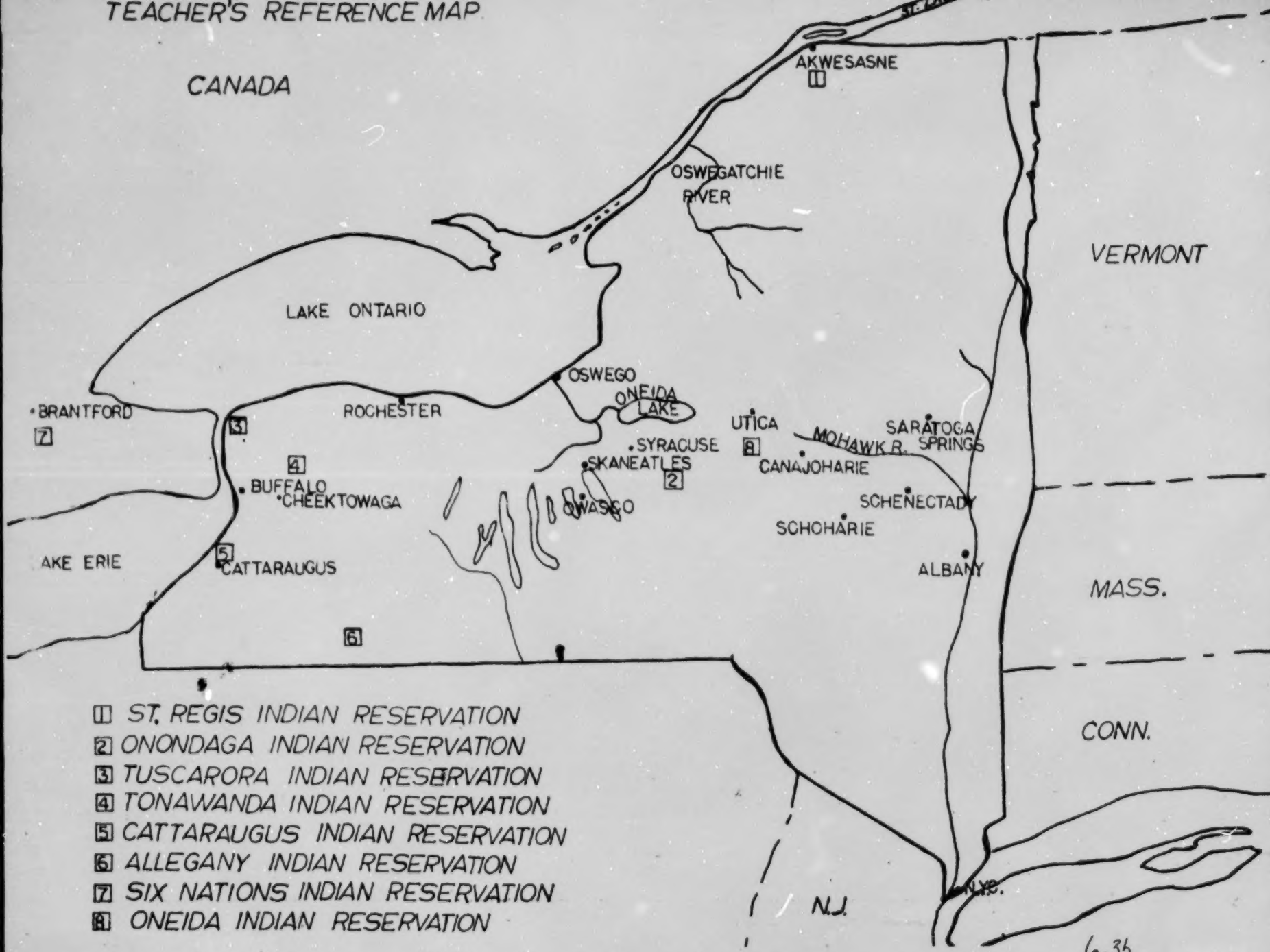
Materials:
- Ditto map of N.Y. State
- Large colored map of N.Y. State
- Colored pencils
- Flash cards (one for each nation)

Method: Place the large colored map on the chalkboard. Have the students locate such cities as Syracuse, Utica, Buffalo, etc. Discuss where each nation is located. Pass out flashcards and ask the students to tape the flash card in the correct location.

Distribute the ditto maps and colored pencils. Have the students pencil in the nations in the correct location. Direct them to label the cities and important rivers and lakes as seen on the large map.

6.3a

TEACHER'S REFERENCE MAP



6.36

SAMPLE LESSON PLAN

Topic: SIX NATIONS IROQUOIS CONFEDERACY

Grade Level: 3-6

Time: 30 minutes

Vocabulary to discuss: confederacy, identify, locate

Purpose: To acquaint children with the Six Nations Iroquois Confederacy.

Instructional Objectives: The student will:

1. list the 5 nations of the confederacy
2. name the sixth nation that was later adopted
3. locate the nations on a large map
4. place flash card (nations) where it belongs
5. locate and label the nations on a ditto map

Materials: Large colored map of N.Y.S.
flash cards with names of nations, ditto maps

Method: (and suggested activities)
The teacher will tape the map on the blackboard and explain where each of the places are located.
Explain that these places, as a whole, make up the six nations.
Locate the names of towns or cities that the students can associate these nations with.
Request students to locate each area and place the proper flash card on the chart accordingly.

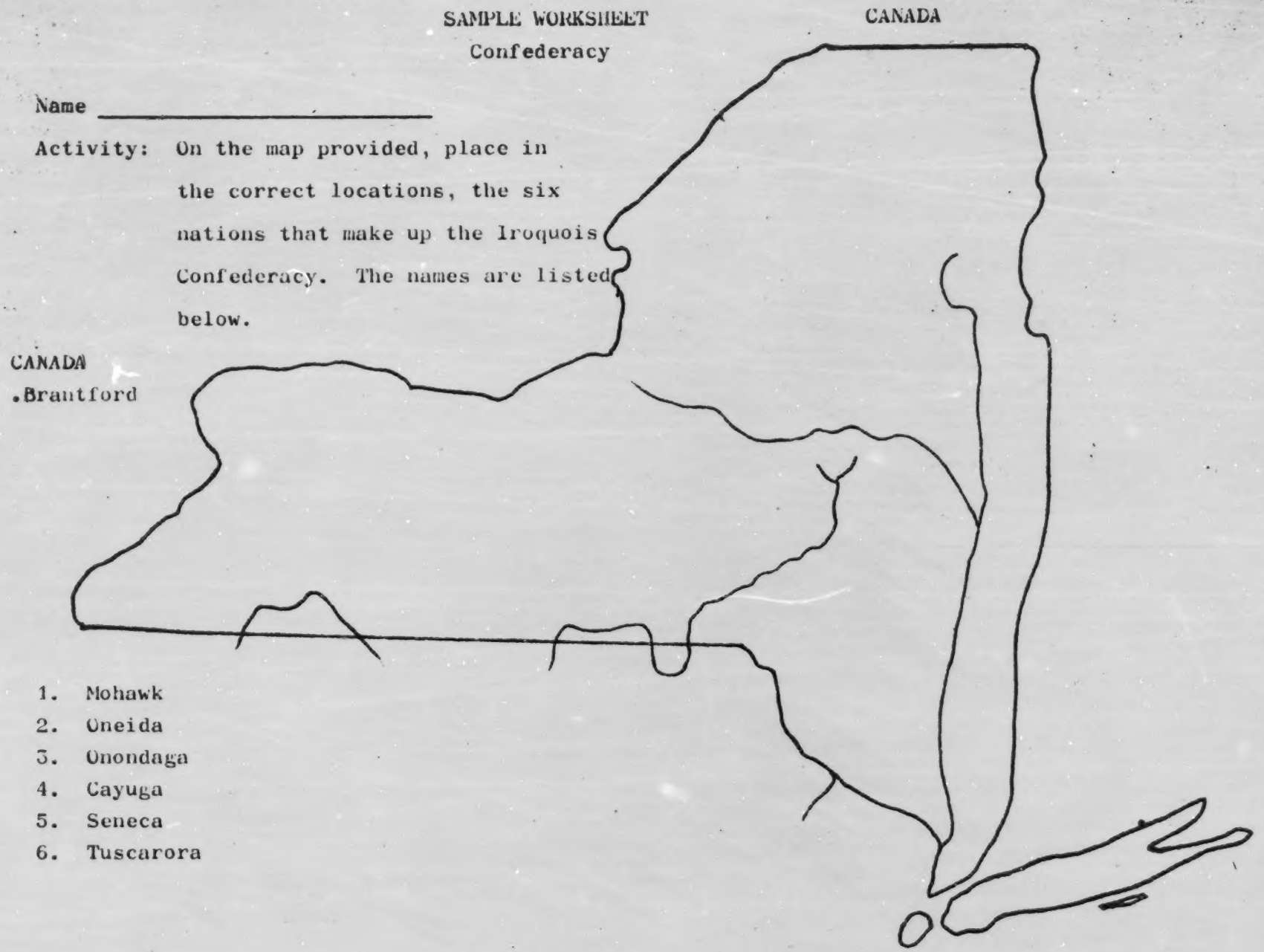
Evaluation: When given a map of N.Y.S. and Canada, students will properly label each nation and the town or city where they are located.

SAMPLE WORKSHEET

Confederacy

Name _____

Activity: On the map provided, place in the correct locations, the six nations that make up the Iroquois Confederacy. The names are listed below.



1. Mohawk
2. Oneida
3. Onondaga
4. Cayuga
5. Seneca
6. Tuscarora

CULTURAL EDUCATION EVALUATION SHEET UNIT II

Topic	Questions	Answers	Check One
III The formation of the Confederacy	1. The confederacy is made up of _____ nations.	A. four B. five C. six	A._____ B._____ C._____
	2. Onondaga nation is located near _____.	A. Buffalo B. Syracuse C. Rochester	A._____ B._____ C._____
	3. The Confederacy was established for strength, unity and _____.	A. peace B. fight wars C. hunting game	A._____ B._____ C._____
	4. Issues can be passed when ___ ___ are in agreement.	A. three nations B. seven nations C. all nations	A._____ B._____ C._____
	5. The Confederacy is also called the _____.	A. league B. treaty C. club	A._____ B._____ C._____

6.3e

CULTURAL EDUCATION — UNIT II

CONCEPT	OBJECTIVES	MATERIALS
IV	The student will:	
European contact brought about many changes in the Indian way of life.	1. compare ideas of owning land i.e. to the Indian, land was to be shared/European concept of land was title and ownership	THE IROQUOIS PEOPLE p. 3, p. 4 film strip, record, guide - STRANGERS IN THEIR OWN LAND.
	2. name changes brought about fur trade with Europeans (new material wealth and life style i.e. iron kettles, loomed fabrics, guns, alcohol)	Film strip/captions - AMERICANS BEFORE COLUMBUS.
Vocabulary European life style colonists reservations treaty	3. discuss reasons that both the French and English wanted the Indians to join forces with them (Fr./Indian war)	Title IV Cultural Guide (Buffalo Public School) - Unit II The Land Lesson plan C,D.
	4. know that both Colonists and English government wanted the support of the Indians (Revolutionary war)	Ditto sheets depicting land and pollution.
	5. define the term reservation	Film - Cry of the Marsh
	6. name one main term of the Jay Treaty	

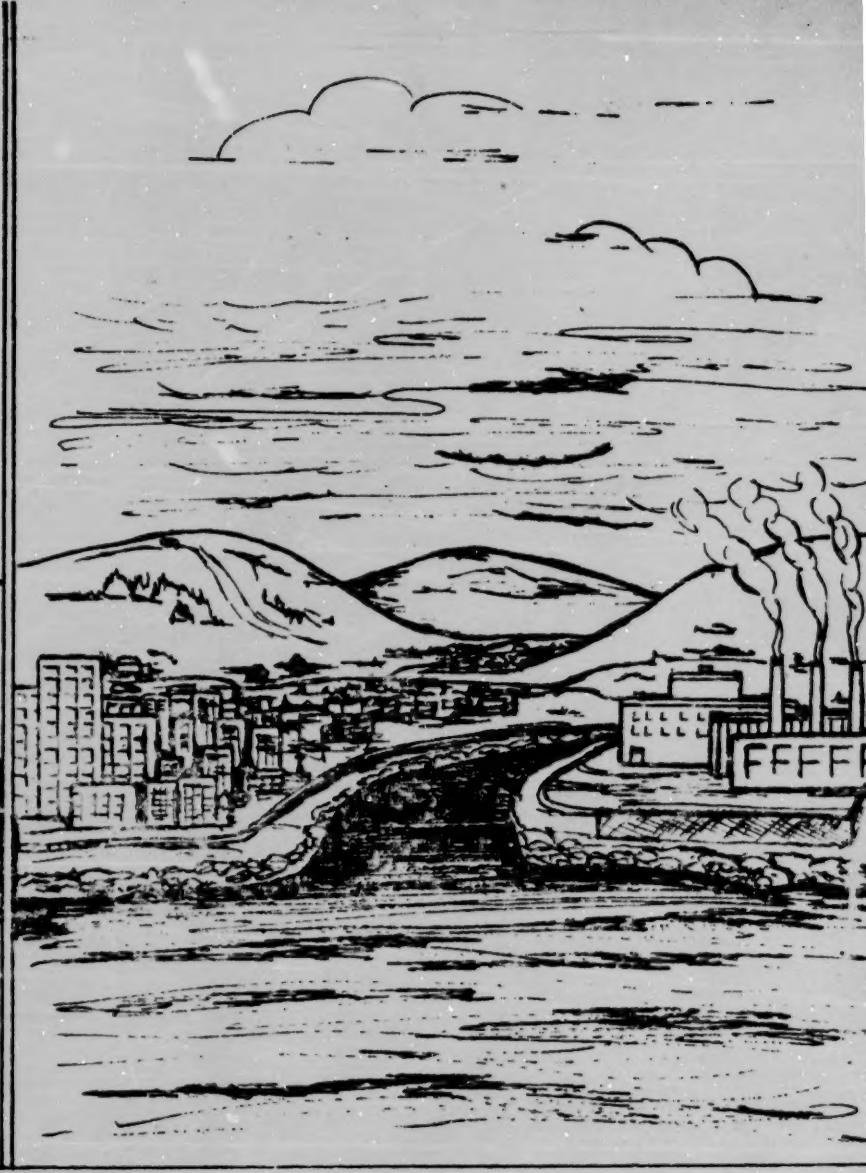
SUGGESTED ACTIVITY EUROPEAN CONTACT

Collage

Materials: Large tagboard or heavy construction paper
scissors paste magazines
colored pencils

Method: Have the students divide the tagboard into two equal parts by drawing a line down the middle. Cut pictures from magazines depicting life before the coming of the Europeans and after European contact. Paste nature pictures or wildlife pictures, depicting life before European contact, on one side of the tagboard. Label these pictures Before European Contact. Paste pictures that depict life after European contact on the other side of the tagboard. Label After European Contact.
Students may draw in their own pictures rather than cut them from magazines.

6.4a



European contact brought about many changes.

SAMPLE LESSON PLAN

Topic: The changes brought about by European contact

Grade Level: 4-6

Time: 30 minutes

Vocabulary to discuss: European contact life style

Purpose: To have students recognize that European contact caused changes in the life style of the Indians.

Instructional Objectives: The student will:

1. state when the Indian first came into contact with European people
2. list materials that were brought to Indians by the Europeans
3. compare advantages and disadvantages of European contact

Materials: Pictures of the land before European contact (nature pictures). Pictures of the land after European contact (cities, roads, etc.)

Method: Using the following material for class discussion:

What major event happened in 1492? This was the first time that Indian people came into contact with people outside of their own kind. When the Europeans discovered the Indian people, the life style of the Indian changed. The strangers brought many strange and new inventions to the Indian. They brought metal tools in which working in fields & gardens became easier. They exchanged bright color materials and fabrics for pots and craft work made by the Indians. They gave them beads for their clothing. They brought iron kettles. They introduced guns and ammunition to the Indians. Money and fur trading were introduced to them. Among the items brought, alcohol has caused the most problems to the Indians.

Evaluation: Given a ditto sheet, the students will answer 80% of the questions correctly.

SAMPLE WORKSHEET

Changes brought about by European contact

Choose from the list below, words that go under each heading.

Before European Contact	After European Contact
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

guns	glass beads	loomed fabric	cocoa
corn	iron kettles	canoe	peppers
beans	ribbons	snow shoes	ships
alcohol	porcupine quills	tomatoes	shoes
ammunition	raw hide	celery	paper

6.4d

CULTURAL EDUCATION EVALUATION SHEET UNIT II

Topic	Questions	Answers	Check One
IV European contact brought about change in the Indian way of life.	1. Indians believed land was to be _____.	A. rented B. shared C. sold	A._____ B._____ C._____
	2. The Europeans introduced ____ to the Indians.	A. corn B. guns C. Buffalo	A._____ B._____ C._____
	3. Land set aside for the Indians is called ____.	A. a reservation B. United States C. New York State	A._____ B._____ C._____
	4. The Jay treaty permitted passage between _____ and _____.	A. North and South America B. N.Y.State & Vermont C. U.S. and Canada	A._____ B._____ C._____
	5. The support of the Indians was needed by _____.	A. the French & English B. Mexico C. Russia	A._____ B._____ C._____

CULTURAL EDUCATION

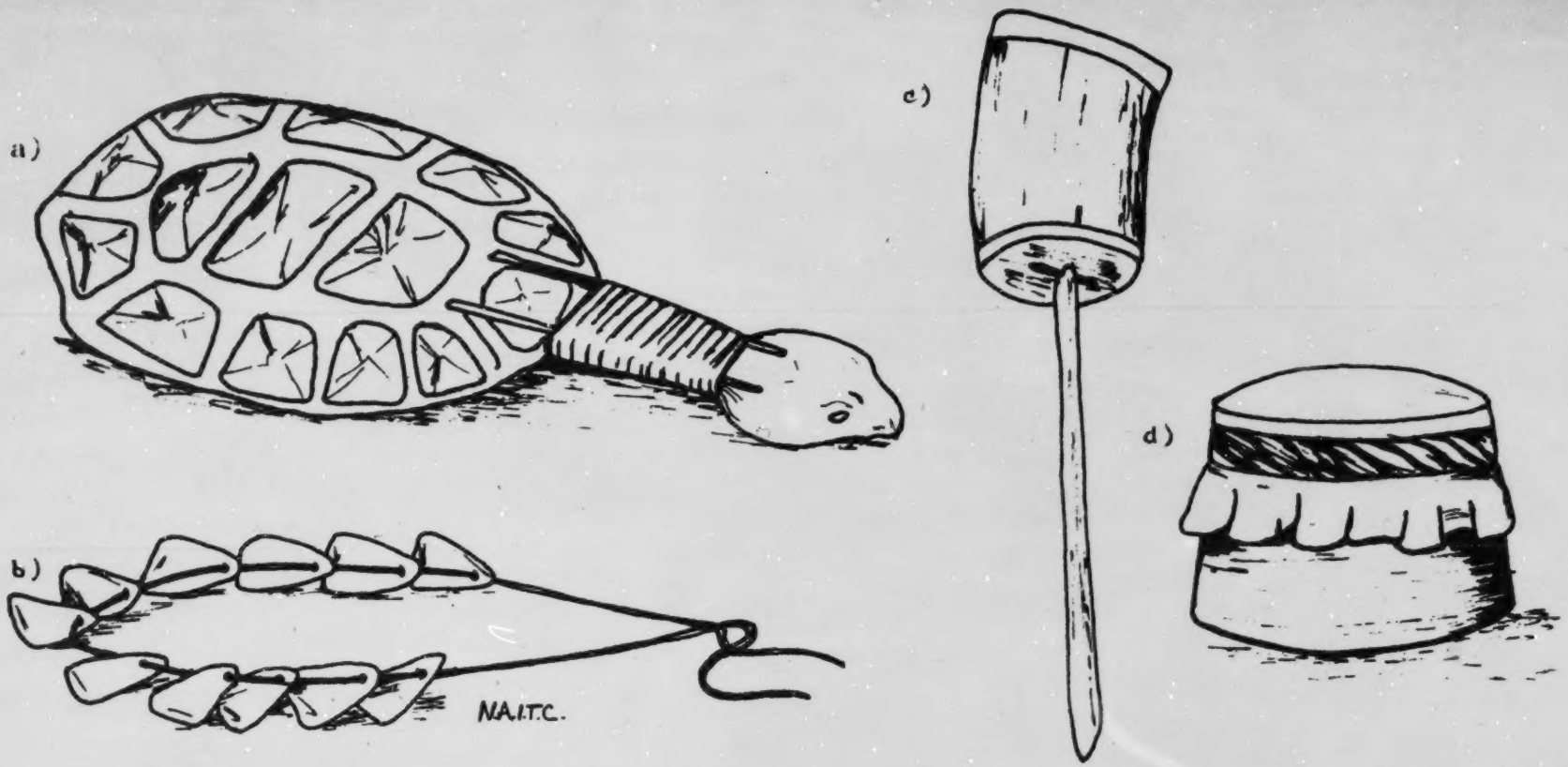
UNIT II

CONCEPT	OBJECTIVES	MATERIALS
	The Student Will:	
V Music is an important part of Indian life.	1. cite examples of music in daily i.e. trees, streams, breezes, animals	<u>The Iroquois People</u> music p. 15
	2. list 3 instruments that copy sounds of nature i.e. wood flute, whistle	Large pictures of the instruments.
	3. identify 3 instruments when shown the instruments or their pictures i.e. water drum, turtle rattle, gourd rattle, horn and bark rattle, wood flute, stretched skin, Indian whistle	Ditto sheets i.e. water drum, horn, rattle, deer hoof, shakers, turtle rattle.
		Artifacts: water drum rattle.
<u>Vocabulary</u>		Record player
singing societies		Records of Indian dances
instruments	4. cite ways that Indian social dancing differs from modern dancing	Tape player
appreciation		Tapes of Indian dances
		Chart (NAITC)
	5. tell the purpose of the Indian Singing Society	Illustrated dances (women dance, shawl dance, rabbit dance, etc.)
	6. name one dance that is part of a ceremony	

Suggested Activity #1 The Rabbit Dance

Materials: water drum or tape recording

Method: Have the students make a circle of boys and a circle of girls -- the girls in the inner circle. The boys and girls face each other, crossing arms and holding hands with their partner. The drum is played with the first beat being played louder than the second (loud - soft, loud - soft). When the music starts, the students move in a counter clockwise circle - two steps forward and one back. The dance is continued this way until the beat changes (one beat is skipped and then the regular beat resumed). When the beat changes, the partners turn in place, continuing with the same step. The turn is completed and they resume the dance in a counter clockwise circle.



a) The turtle rattle is used only in healing and religious ceremonies.

b) Deer hoof shakers are traditional noise makers worn on the legs of the dancers.

c) The buffalo horn rattle was used mostly by the Iroquois people for social ceremonies.

d) The water drum contains water to stretch the skin to get the sound to match the singer's voice.

6.6b

SAMPLE LESSON PLAN

Topic: Music

Grade Level: 3-6

Time: 30 minutes

Vocabulary to discuss: Rabbit Dance Round Dance Social Dance water drum
horn rattles

Purpose: To compare different types of music of the Iroquois.

Instructional Objectives: The student will:

1. identify 2 different dances and songs
2. participate in one dance
3. learn dance steps in one dance

Materials: record Resource person (singer) Tape: Iroquois Social Dances

Methods: (Teaching Activities)

The teacher will present two different social dances of the Iroquois.
Explaining that all people have social entertainment i.e. square dancing
rock music.
The teacher, or resource person, will play two different songs.
Demonstrate each dance.
Have the students make a circle and participate in a dance.

Evaluation: The students will answer 3 out of 4 questions.

1. Name 2 kinds of dances.
2. Describe one of them.
3. Explain how the steps differ in each dance.
4. What were the ages of those who danced?

6.5c

SAMPLE WORKSHEET

Music

Fill in the blanks with the words below:

Round Waltz Social Rabbit Cycles

Drums Rattles Flutes

1. The _____ dances of the Iroquois are many.

2. The _____ dance and _____ dance were two of them.

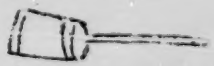
3. Instruments used were _____ and _____.

4. The Rabbit Dance is like the _____.

5. The Round Dance symbolizes _____.

6.5

CULTURAL EDUCATION EVALUATION SHEET UNIT II

Topic	Questions	Answers	Check One
V Music	1. The water drum is used in ceremonies and __.	A. social dances B. games C. field events	A._____ B._____ C._____
	2. The feather dance is performed in the __.	A. Mid-Winter, Harvest & Maple ceremonies B. Okiweh Ceremony C. False Face ceremony	A._____ B._____ C._____
	3. The Indian Singing Society provides __.	A. musical entertainment B. music for Christmas carols C. band music	A._____ B._____ C._____
	4. The turtle rattle and gourd rattle are used only in _____.	A. social dancing B. ceremonies C. listening enjoyment	A._____ B._____ C._____
	5. This is a picture of the _____ _____. 	A. gourd rattle B. drum C. horn rattle	A._____ B._____ C._____

CULTURAL EDUCATION

UNIT II

CONCEPT	OBJECTIVES	MATERIALS
VI Legends are teaching stories, passing on knowledge from generation to generation. Vocabulary legend generation pictograph	The student will: 1. recite lessons of at least 3 legends 2. explain how legends are passed from generation to generation (word of mouth) 3. read a legend from a pictograph 4. recall at least one legend 5. make their own pictograph story by using symbols	Tales of the Iroquois by Tehanetorens Film strips - Indian Stories/Legends American Indian Nature Legends American Indian Myths Legend of the Twelve Moons Transpariencies - Legends in pictographs

Suggested Activity Making a Pictograph

Materials: Large chart of symbols and their meanings

colored pencils

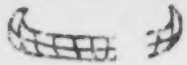
8"x11" construction paper

Method: Read a pictograph story from Tales of the Iroquois. Show the students a chart of symbols. Point out several pictures and their meanings. Pass out paper and colored pencils. Instruct the students to make their own pictograph story using the symbols on the chart.

Arrow

Basket

Bear



Canoe

Canoe on river

Cloud

Cloud, rain

Cooking

Corn

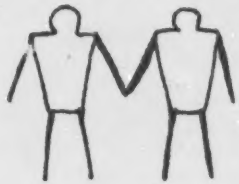
Deer

Dew Eagle

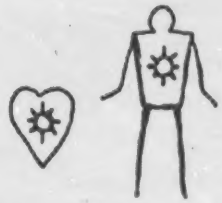
Turtle

Fire

Fish



Friendship



Happiness in heart

Lacrosse

Men

Moon

Moon month

Mountains

River

Road

See

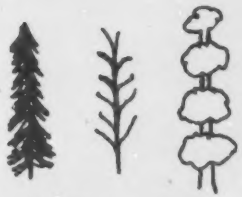
Tchanetorens

Stars

Sun

Sunset

Sunrise



Tree

Women

Wolf-

Longhouse

.6b

SAMPLE LESSON PLAN

Topic: Legends (7 Dances)

Grade Level: 3-6

Time: 30 minutes

Vocabulary to discuss: constellation legend pictographs

Purpose: To illustrate to students that most stars have a meaning.

Instructional Objectives: The student will:

1. learn the name (Indian) of the constellation
2. identify the constellation
3. recite story by use of pictographs
4. different ways of recording stories (list)

Materials: Transparencies: Legend of the Seven Dancers
overhead projector
pointer

Method: The teacher will first explain to the children that many stories, that we told, have special meaning, lessons, or "morals". This story is about the Little Dipper, as our elders told us.

Show the students the pictographs form and tell the story, pointing to the corresponding pictograph.

The children will follow the story, with the teacher stopping intermittently to ask various questions regarding the sequence of happenings. The teacher will engage the students in the discussion of key issues in the story:

1. Why were the children left out of the ceremony?
2. Do you think that's nice?
3. Should food be shared?
4. What shape did the children take?
5. When is it seen most?

Evaluation: The students will answer 6 out of 8 questions correctly on the worksheet.

6.6c

SAMPLE WORKSHEET

Legend: The Seven Dancers (Little Dipper) Worksheet

Fill in the blanks using the following words:

Mohawk pictographs DON'T lesson seven Seven Dancers magic

1. The _____ Indians told many stories during the winter.
2. Many of the stories told, had a _____.
3. When can the _____ be seen?
4. Another way to write is by using _____.
5. How many dancers were left? _____
6. Another word for the Little Dipper is _____.
7. Their Leader sang a _____ song for them.
8. "_____ look down, as the drum beats," he said.

6.6d

CULTURAL EDUCATION EVALUATION SHEET UNIT II

Topic	Questions	Answers	Check One
VI Legends	1. A pictograph is a story in _____.	A. poems B. written words C. pictures	A._____ B._____ C._____
	2. The Hermit Thrush is about a bird with no _____.	A. home B. songs C. feathers	A._____ B._____ C._____
	3. In the legend, Seven Dancers, the boys became _____.	A. birds B. dogs C. stars	A._____ B._____ C._____
	4. Legends were passed from generation to generation. by _____.	A. word of mouth B. tape recordings C. reading from books	A._____ B._____ C._____
	5. An arrow going ← backwards means in the _____.	A. future B. past C. present	A._____ B._____ C._____

CULTURAL EDUCATION

UNIT II

CONCEPT	OBJECTIVES	MATERIALS
VII Sports and games play an important part in the life of the Iroquois. Vocabulary snow snake lacrosse	The student will: 1. name at least 3 Iroquois games 2. describe one of the three games named in objective #2 3. identify pictures of bone buzz, peach stone, lacrosse, native string puzzle, and snow snake 4. participate in one of the Iroquois games (peach stone, bone buzz, native string puzzle)	The Iroquois People Recreation p.14 Games of the North American Indian Stewart Culin Native Games - North American Indian Travelling College Pictures or slides of Lacrosse playing Ateneha (peach stone game) Bone Buzz game Ditto sheets:Bone Buzz Native string puzzle Teka:neren (double ball) snowsnake

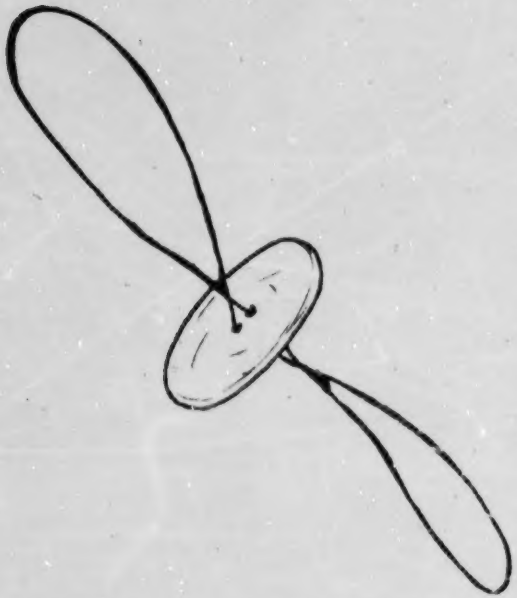
Suggested Activity Peach Stone Game

Materials:

- 8 cherry or peach stones
- paint brushes
- black and white paint
- bean, corn, or other counters (50 are needed)

Method:

1. Paint one side of the stone black and one side white. Let dry before playing.
2. Equal number of players are seated on each side of a table. The counters are placed in the middle of the table. Players take turns from each team. Player one starts by shaking the stones and tossing them on the table. If all stones turn up white the team receives 10 counters. If all stones turn up black the team receives 20 counters. 4 counters are received if all but one of a color or 7 out of 8 are up. 2 counters are received if only two of a color are up or 6 out of 8 are up. No points are given for less than six of a color up. One person should be designated to keep the beans, corn, or counters for the team. The game can stop when all of the counters are won. The team with the highest number of counters wins the game. For a lengthy game, it may be continued until all of the counters are won away from one of the teams.



1

2

1. Bone buzz was a pass-time enjoyed by children.

2. Lacrosse is a popular sport played by many Indians in North America. Lacrosse sticks are made by the Mohawk Indians of Akwesasne.

Snow Snake is a winter game of the Iroquois Nation.

Peach Stone Game is an Iroquoian game played in social and ceremonial gatherings.

6.7b

SAMPLE LESSON PLAN

Topic: Sports and Games

Grade Level: 3-6

Time: 30 minutes

Vocabulary to discuss: bone buzz peach stone lacrosse native string puzzle snow snake

Instructional Objectives: The student will:

1. identify and name bone buzz, peach stone, lacrosse, native string puzzle and snow snake when shown
2. choose one game and describe how it is played
3. list the materials used in making objects for each game

Materials: Pictures of bone buzz, peach stone, lacrosse, native string puzzle, snow snake Booklet: Native Games (N.A.I.T.C.). Peach stone game, native string puzzle and bone buzz (these are available in the NAITC Kit). The Iroquois People p. 14 Lacrosse stick and snow snake if available.

Methods: Hold up a picture or the actual item for each game that you are going to discuss. Tell the students how each game is played. Pass out the Native String Puzzle and bone buzz and let the students try each. Describe how the peach stone game is played. Tell the students how lacrosse and snow snake are played.

Evaluation: The students will identify each game, choosing one of these and describing how it is played.

SAMPLE WORKSHEET

Sports and Games

Place the matching words in the box beside the game listed. The words may be used more than once.

1. bone buzz
2. peach stone
3. native string puzzle
4. snow snake
5. lacrosse

children's amusement
played on ice
needs a track
a winter sport
goals at each end
used in ceremonies
played with a maple stick
dice game
stick and ball

6.7d

VII Topic	Questions	Answers	Check one
Sports & games play an important part in the life of the Iroquois.	1. Materials used for making the dice in the Peach Stone game are peach stones, hardwood and___.	A. bone B. clay C. glass	A.____ B.____ C.____
	2. The Peach Stone Game is part of the Planting Harvest and ____ceremonies.	A. strawberry B. midwinter C. maple	A.____ B.____ C.____
	3. Driving the ball into the opposite goal is the object of _____.	A. snowsnake B. baseball C. lacrosse	A.____ B.____ C.____
	4. A prepared track along the frozen ground is needed for _____.	A. lacrosse B. snowsnake C. snowmobiling	A.____ B.____ C.____
	5. Children enjoyed playing winter games such as the string puzzle and _____.	A. bone buzz B. snowsnake C. wampum	A.____ B.____ C.____

CULTURAL EDUCATION

UNIT II

CONCEPT	OBJECTIVES	MATERIAL
	The student will:	
VIII Travel of long ago differed from present methods.	1. name three methods of travel used by Indians long ago (by foot, snowshoe, canoe) 2. compare and contrast these long ago methods with present day methods 3. know that the main villages were connected by well traveled trails 4. name one highway that was once an Indian trail 5. cite the quickest mode of travel (long ago-today) 6. list the steps used long ago in making a canoe	<u>Iroquois People</u> p.11 Pictures of canoe, snowshoe Model of a canoe Model of snowshoes

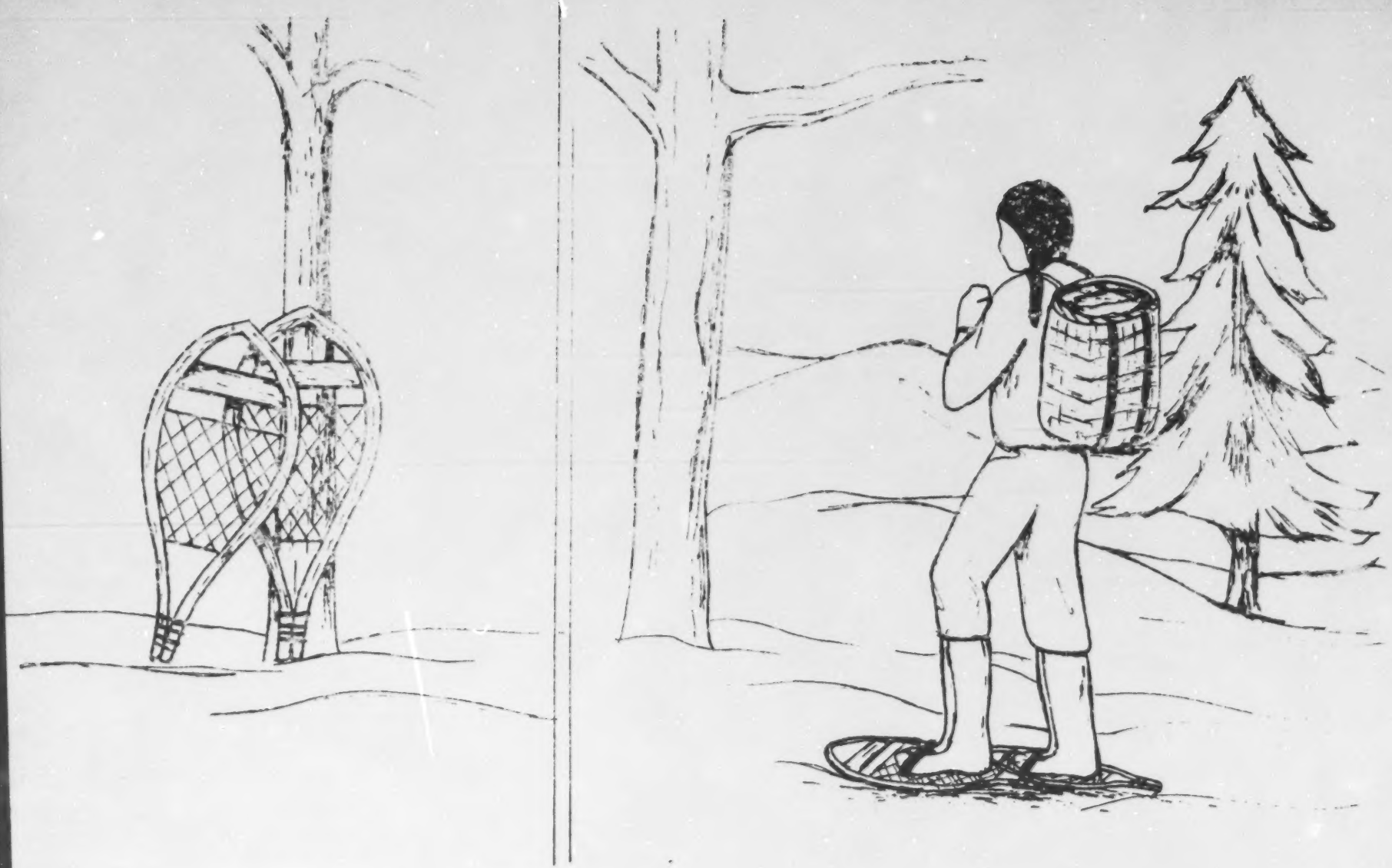
<u>Vocabulary</u>
trails
contrast
snowshoe

Suggested Activity Travel - Making a Canoe

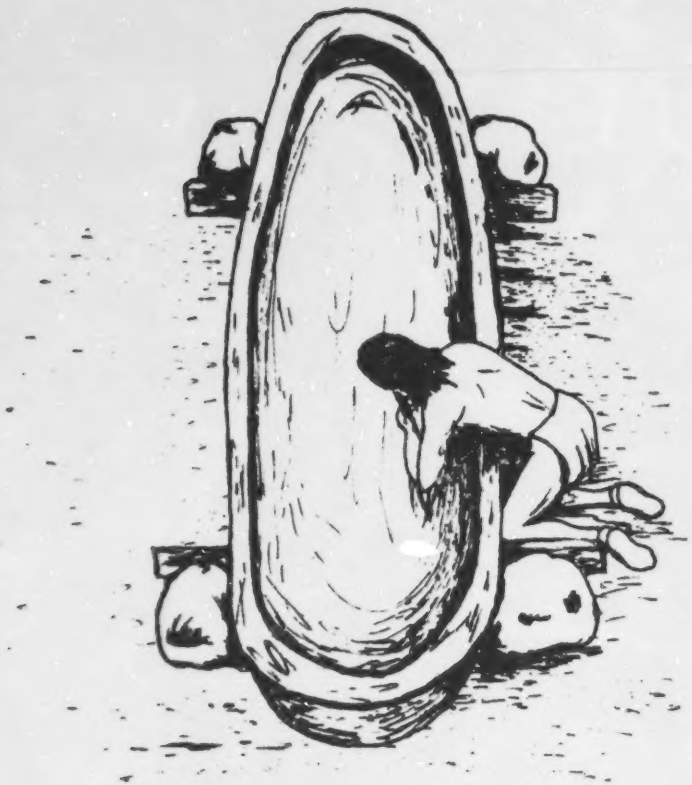
Materials: brown construction paper pattern of canoe
colored pencils stapler and scissors

Method: Pass out brown paper, canoe patterns, scissors. Direct the students to fold the brown paper. Place the canoe pattern on the fold and trace around it. Cut the canoe out and staple the ends. Designs may be drawn on the sides of the canoe with colored pencils.

6.8a



Indians traveled across the land in the winter time by using snowshoes.



Birch bark canoe, hollowed from a log, was the fastest method of travel the Indians had.

SAMPLE LESSON PLAN

Topic: Travel

Grade Level: 3-6

Time: 30 minutes

Vocabulary to discuss: snowshoe (ohwen:kare)
trails

Purpose: To show students the methods of travel used by Indians of long ago.

Instructional Objectives: The student will:

1. name 3 kinds of travel
2. state the fastest way of travel
3. list steps in making a canoe
4. compare travel in the past with travel today

Materials: Pictures of a canoe and snowshoes
Replica of canoe and snowshoes
Booklet: Iroquois People p.11

Method: Show pictures or replica of canoe and snowshoes. Discuss when each was used. Show the steps in constructing a canoe by making a diagram on the board. Discuss the kinds of roads there were in the past. Compare travel - past and present.

Evaluation:

On a separate sheet, each student will list 3 kinds of travel, draw a line under the fastest one and list 3 steps in making a canoe.

SAMPLE WORKSHEET

Travel

Choose the correct word from the list below. Write it in the blank at the right of sentence. Words may be used more than once.

foot canoe snowshoe cars plane

1. The fastest method of travel for Indians of long ago was by _____
2. The log was first burned out for the _____
3. Ways of travel in the past were by foot, canoe, and _____
4. These are needed in deep snow. _____
5. Birch bark was used in making the _____
6. Trails connecting villages were followed by _____
7. Today travel consists of planes and _____
8. Many trails are now major highways for _____
9. This is the fastest method of travel today. _____
10. Trails were worn down as much as 12 inches when Indians traveled by _____

6.

CULTURAL EDUCATION EVALUATION SHEET UNIT I

VIII Topic	Questions	Answers	Check one
Travel of long ago differed from present methods.	1. Main villages were connected by _____.	A. paved highways B. subways C. well traveled trails	A._____ B._____ C._____
	2. Indians long ago traveled by foot, snowshoe and _____.	A. canoe B. car C. skis	A._____ B._____ C._____
	3. Indian trails are now major _____.	A. hiking trails B. rivers C. highways	A._____ B._____ C._____
	4. The quickest way of traveling was _____.	A. snowshoe B. canoe C. running	A._____ B._____ C._____
	5. Canoes were made from _____.	A. birch bark B. fiberglass C. plywood	A._____ B._____ C._____

6.8e

CULTURAL EDUCATION — UNIT II

CONCEPT	OBJECTIVE The student will:	MATERIAL
IX The Indians communicated in many ways. Vocabulary communication wampum pictograph condolence cane	1. name 5 means of communication used by the Indian.(oral, sign language, wampum, pictograph, condolence cane) 2. discuss why listening is an important part of communication. 3. name 3 uses of wampum (recording events, sending messages, and binding agreements) 4. state the purpose of the condolence cane 5. define the term pictograph	The Iroquois People p. 11-12 Wampum Belts(Tehanetorens) Wampum making - North American Indian Travelling College Pictographs - Transparencies Wampum belts or pictures A Condolence Cane or a large picture of the Condolence Cane

Suggested Activity Communication - Making pictograph messages

Materials: Large chart of symbols and their meanings

colored pencils

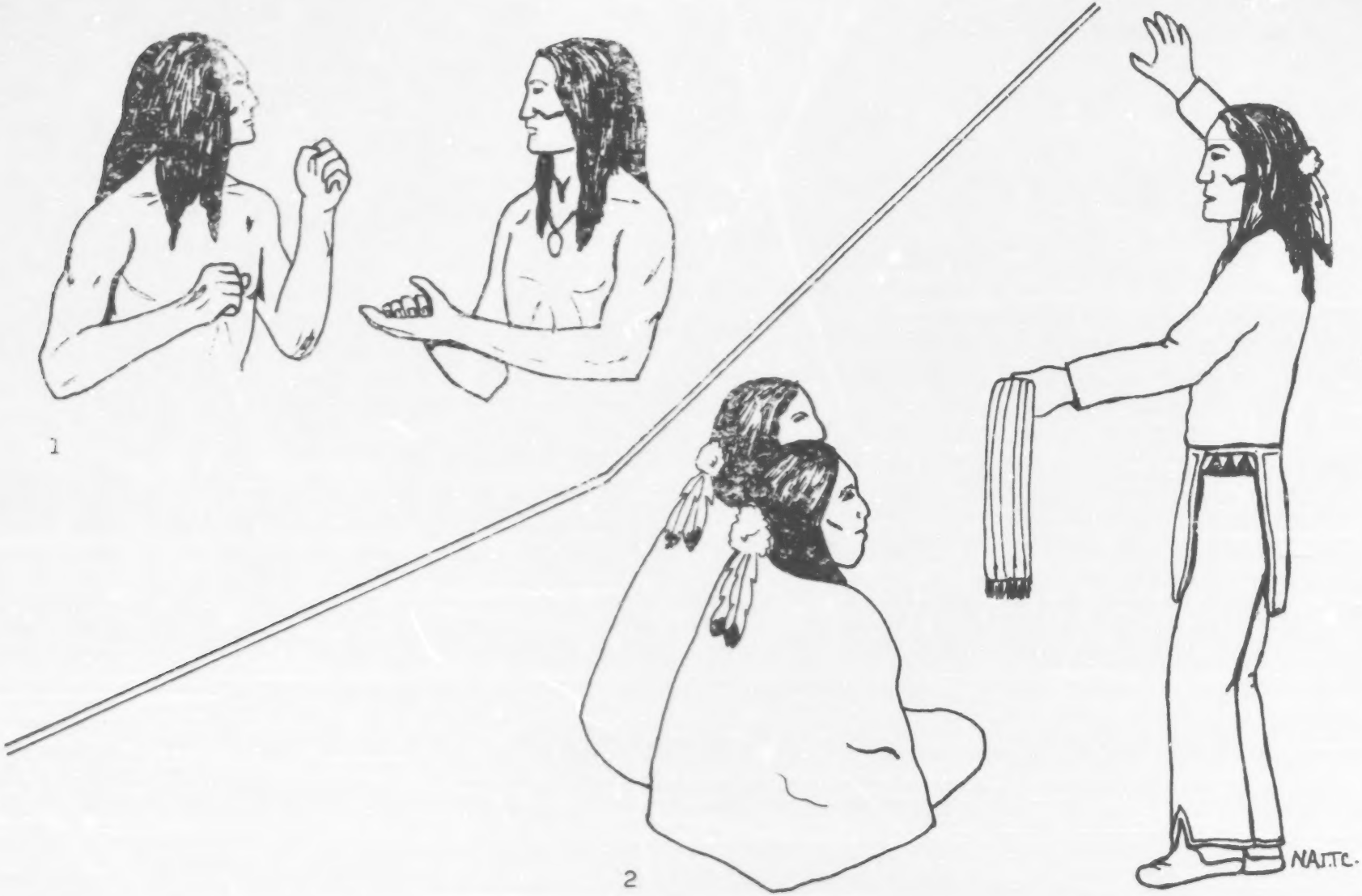
8"x11" construction paper

Method: Discuss the meaning of several symbols on the large chart. Explain that this was one way of communicating - much the same as writing a letter today.

Pass out the construction paper and pencils. Direct the students to write a message using symbols only.

When they have finished, take turns reading each other's message.

6.9a



1. Sign language was a means of communicating.

2. Wampum belts and strings were used to record events, send messages and bind agreements.

SAMPLE LESSON PLAN

Topic: Communication

Grade Level: 4-6

Time: 30 minutes

Vocabulary to discuss: communication wampum pictograph condolence cane

Purpose: To acquaint students with methods of communication used by the Indians.

Instructional Objectives: The student will:

1. name 5 means of communication
2. describe how pictographs are used
3. state one use of wampum
4. tell what the condolence cane looks like
5. state what the condolence cane is used for

Materials: Pictures of condolence cane, wampum belts, pictograph chart
<u>Wampum Belts</u> by Tehanetorens.

Methods: Discuss kinds of communication. Present pictures of the condolence cane, wampum belts and pictograph. Discuss the use of each. Discuss what means of communication exists today i.e. telephone, telegram

Evaluation: Shown the pictures of kinds of communication, the students will identify and describe each.

6.9c

SAMPLE WORKSHEET

Communication

Choose words from the list below that match the numbered word. More than one word may be chosen.

1. pictographs _____
   _____

2. condolence cane _____
   _____

3. wampum belts _____
   _____

4. listening _____
   _____

5. sign language _____
   _____

legends	understand
shells	stories
ceremony	carved pictures
talking with hands	recording events

6.9d

CULTURAL EDUCATION EVALUATION SHEET UNIT I

IXTopic	Questions	Answers	Check one
Indians communicated in many ways.	1. Two kinds of communication used by the Indians were pictograph and _____.	A. letters B. telegrams C. wampum belts	A._____ B._____ C._____
	2. Listening is an important part of _____.	A. communication B. sign language C. pictographs	A._____ B._____ C._____
	3. Wampum is used for sending messages, binding agreements, and _____.	A. recording events B. recreation C. map reading	A._____ B._____ C._____
	4. The purpose of the condolence cane is to remember parts of _____.	A. history B. ceremonies C. story	A._____ B._____ C._____
	5. Pictographs tell a story by using _____.	A. symbols B. graphs C. tapes	A._____ B._____ C._____

6.9e

CULTURAL EDUCATION

UNIT II

CONCEPT	OBJECTIVES	MATERIALS
X The Iroquois were skilled craftsmen.	The Student Will: 1. name 5 crafts (basket making, silver smithing, pottery making, jewelry making) 2. list the basic steps in basket making 3. list the basic steps in beading 4. name three materials the Indians use from the environment (sweet grass, ash)	<u>The Iroquois People</u> p. 14-15 <u>Conservationist</u>. A portfolio of Iroquois Art & craft. p. 21-22 Baskets and the supplies for making them (a demonstration) (N.A.I.T.C.) Kit) film strip - basket making Samples of completed bead work. <u>Ditto pictures</u>: pottery sweet grass baskets splint baskets cornhusk dolls
<u>Vocabulary</u> craftsman skilled crafts		

Suggested Activity Cornhusk Dolls

Material: corn husks paints

string or yarn paint brushes

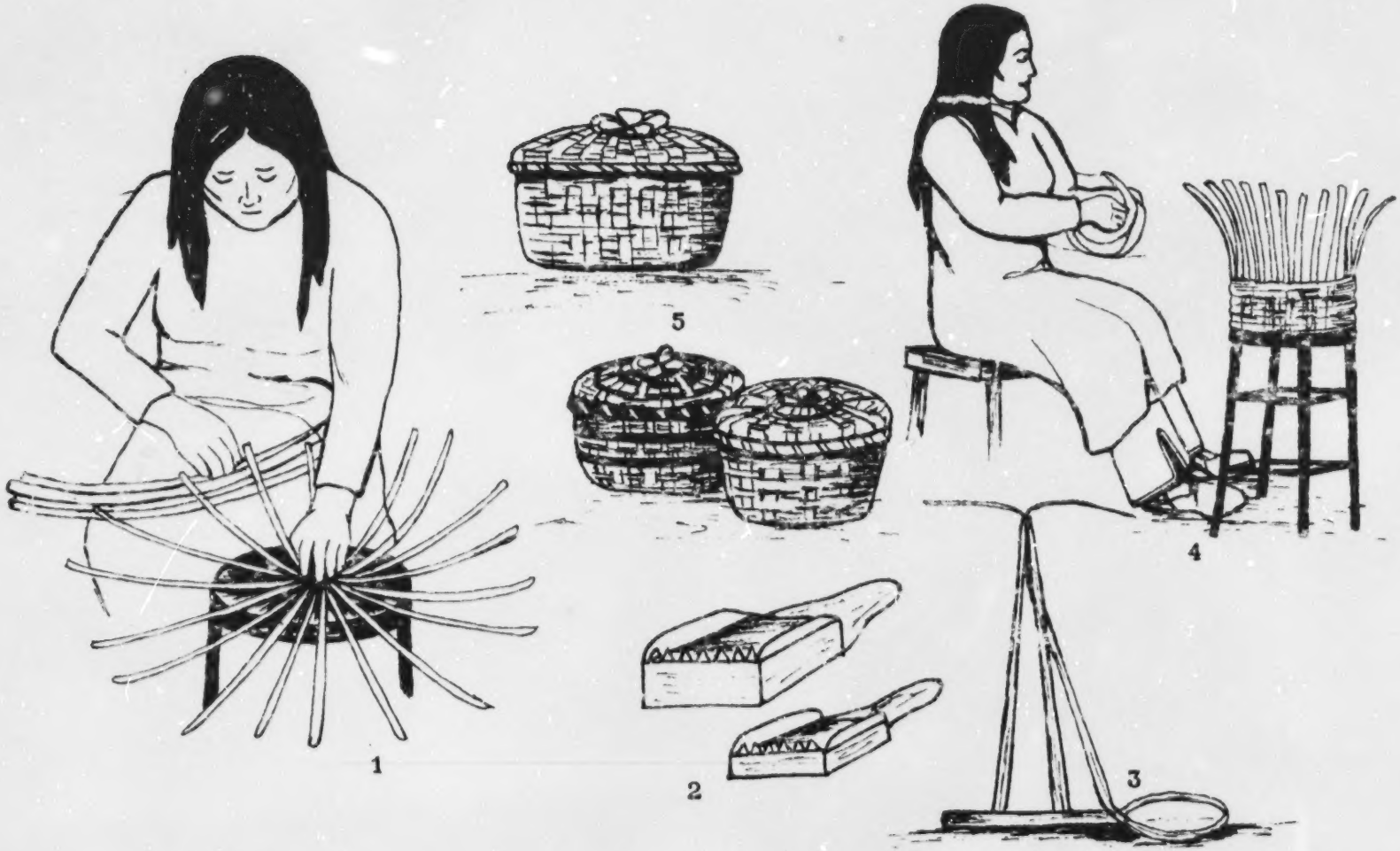
Method: Put together 3 cornhusks leaves that are the same length and fold them in half. Tie a string one inch from the fold to make the head.

For the arms, cut 2 cornhusks leaves about 5" long. Tie strings one half inch from the ends to make hands. Part the husks of the body and slip the arms in place. Tie a string around the body just below the arms to hold them in place.

To make a boy doll, follow the same steps. Slit the cornhusks from bottom to about 1/2" below the waist. Tie a string one half inch from the bottom on each side to make the feet.

Paint the face and clothes on the dolls.

6.10a



Basket making is an art of the Mohawk Nation. It involves preparing the splint e.g. shaving, stripping (tools #3), trimming and straightening (tools #2). The splints are placed to form the base of the basket (#1) and then the basket is woven (#4) and completed (#5).

SAMPLE LESSON PLAN

Topic: Basketry

Grade Level: 4-6

Time: 20-30 minutes

Vocabulary to discuss: Ohonna - splints
ohonte - sweet grass
ehsa - black ash

Purpose: To acquaint the students with the art of basket making.

Instructional Objectives: The student will:

1. state the kind of tree that splints come from
2. see how logs are pounded to obtain the splint
3. list basic steps in basket making
4. state a craft that each reservation has

Materials: Slides on basket making
Basketry Kit (N.A.I.T.C.)

Methods: Show slides explaining in detail each step of the art to the class. Bring in a bundle of splints cleaned and prepared. Help students make a miniature basket from the splints.

Evaluation:

Each student will make a miniature basket, listing the steps in basket making when asked by the teacher.

6.10c

SAMPLE WORKSHEET

Basketry

Fill in the blanks. Choose from the words below.

1. The people at Akwesasne have a special _____.
2. The special art in Akwesasne is _____.
3. These baskets are made from _____ and _____.
4. The splints come from a log called _____ in Mohawk and _____ in English.
5. The splints are loosened from the log by _____ the log with an axe head.
6. These splints are rough and thick so they have to be _____ and _____.
7. Some people use a _____ on the splints.
8. The baskets are sometimes very _____.
9. Only the best basket makers are able to turn out these _____ baskets.
10. Basket making is an old art with the _____.

pounding	beautiful	black ash	scraped	split	dye	fancy
Indians	craft	basketry	splints & sweet grass			ehsa

6.10d

CULTURAL EDUCATION EVALUATION SHEET UNIT I

X Topic	Questions	Answers	Check one
Iroquois were skilled craftsman.	1. The Mohawk people are noted _____.	A. jewelry makers B. basket makers C. stone carvers	A._____ B._____ C._____
	2. Indians use materials for basket making from the environment such as _____.	A. sweet grass B. cat tails C. burdocks	A._____ B._____ C._____
	3. Baskets are made from _____.	A. bark B. plastic C. splints	A._____ B._____ C._____
	4. The first step in basket making is _____.	A. soaking the splints B. pounding the log C. cutting the log	A._____ B._____ C._____
	5. Beads were made from _____.	A. wood B. seashells C. plastic	A._____ B._____ C._____

6.10e

CULTURAL EDUCATION — UNIT II

XI CONCEPT	OBJECTIVES	MATERIAL
	The student will:	
The Iroquois people made many contributions to mankind.	1. list foods that were contributed by the Indians i.e. pumpkins, tomato, potatoes, chocolate, corn, beans, squash, etc.	The Iroquois People p.19
	2. name 3 ways the Indians lived in harmony with nature (used materials from natural sources, did not pollute, only took what was needed for survival)	Herbs used for dyes Pictures and sample N.A.I.T.C. Kit
Vocabulary harmony pollute pollution contributions	3. name one plant used in medicine	Wild Edible Fruits and Berries (N.A.I.T.C.) (Marjorie Furlong Virginia Pill)
	4. know that the American government was modeled after the Iroquois Confederacy	Mini-course in Natural Dyes (N.A.I.T.C.) (lesson plan and pictures)
	5. recite names of cities and rivers with Indian names	
	6. name 3 important Indian people and their contributions ie. Hiawatha, Joseph Brant, Jim Thorpe	

Suggested Activity: New York State Map

Materials: Large N.Y. State Map

Ditto sheet of outline of N.Y. State with main cities and rivers

Colored pens/pencils

Method: Place large map on the blackboard. List Indian names of cities on the blackboard. Call on students to locate these cities on the map. Tell the meaning of each name as it is located.

Pass out ditto sheets. Have students write in names of the cities with colored pens/pencils. Make sure they are located correctly.

Alternative Method: Use labeled map transparency instead of the large map on the blackboard.

List of Indian names:

Schenectady (on the other side of pines)

Skaneateles (long lake)

Utica (burning)

Saratoga Springs (blistered heels)

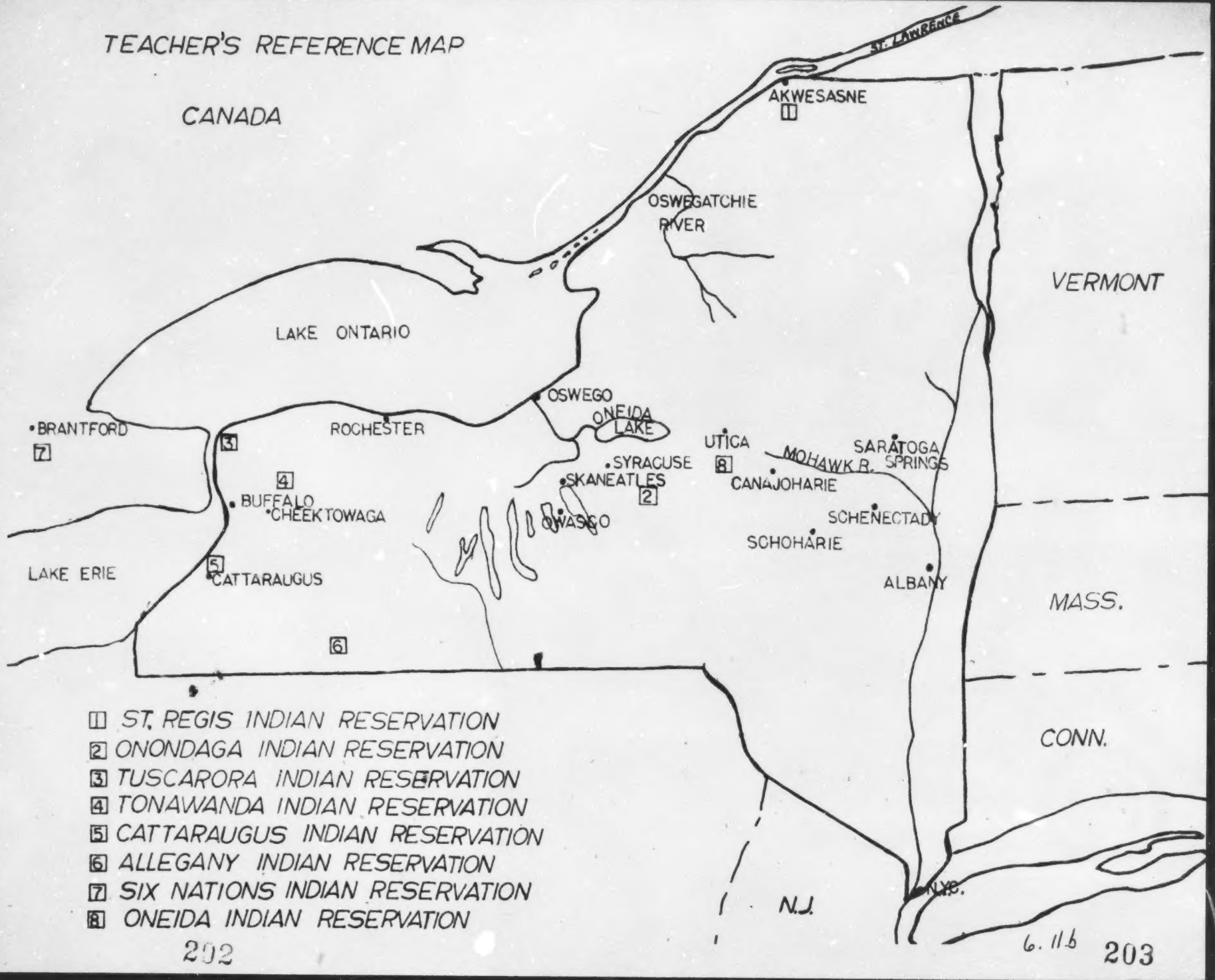
Oswegatchie River (all welcome)

Owasco Lake (place where bridge has been built) (below Auburn)

Oneida Lake (standing rock)

Cattaragus (place where skunk cabbage grows)

Akwesasne (where the partridge drums)


TEACHER'S REFERENCE MAP
CANADA
ST. LAWRENCE
AKWESASNE
1
OSWEGATCHIE RIVER
VERMONT
LAKE ONTARIO
OSWEGO
ONEIDA LAKE
BRANTFORD
7
3
ROCHESTER
UTICA
8
SARATOGA SPRINGS
MOHAWK R.
SYRACUSE
SKANEATLES
2
CANAJOHARIE
4
BUFFALO
CHEEKTOWAGA
ONASCO
SCHENECTADY
SCHOHARIE
LAKE ERIE
5
CATTARAUGUS
ALBANY
MASS.
6
CONN.
N.J.
N.Y.C.
1 ST. REGIS INDIAN RESERVATION
2 ONONDAGA INDIAN RESERVATION
3 TUSCARORA INDIAN RESERVATION
4 TONAWANDA INDIAN RESERVATION
5 CATTARAUGUS INDIAN RESERVATION
6 ALLEGANY INDIAN RESERVATION
7 SIX NATIONS INDIAN RESERVATION
8 ONEIDA INDIAN RESERVATION

SAMPLE LESSON PLAN

Topic: Contributions

Grade Level: 4-6

Time: 30 minutes

Vocabulary to discuss: harmony modeled contributions democracy

Purpose: To teach the students about the many contributions made by the Indian people.

Instructional Objectives: The student will:

1. name 3 foods contributed by the Indians
2. list 2 ways that Indians lived in harmony with nature
3. name the government that was modeled after the Iroquois Confederacy
4. identify one Mohawk person that is remembered

Materials: Historical American Indian Biographies. Contributions From The Original People of The Americas (N.A.I.T.C.) Iroquois People p.19

Methods: The teacher will tell the students that the survival of the first settlers depended upon the Indians. Explain what foods were cultivated and shared with the settlers. Discuss ways the Indian lived in harmony with nature e.g. agriculture, use of herbs and plants, methods of conservation. Explain that the governmental system used by U.S. is modeled after the Iroquois Confederacy. Name several Indian people and discuss what they are remembered for.

Evaluation: Given a worksheet, the students will answer 6 out of 8 questions correctly.

Note: This lesson should be used only as an introductory lesson. There should be follow up lessons in detail on each of the student objectives mentioned.

6.11c

SAMPLE WORKSHEET

Contributions

Fill in the blanks with the words listed below:

Jim Thorpe United States England corn harmony ideas hungry
General Grant pumpkins France maple syrup squash medicine

1. Foods shared with the settlers by the Indian were _____, _____, and _____
2. Indians lived in _____ with nature.
3. The government of _____ _____ was modeled after the Iroquois Confederacy.
4. Joseph Brant, Hiawatha and _____ _____ are among Indian people remembered.
5. Herbs and plants were used as _____.
6. There are over 200 kinds of _____.
7. Among Indians no one went _____ while others had food.
8. At the Iroquois Councils, everyone's _____ were heard - a true democracy.

6.11d

CULTURAL EDUCATION EVALUATION SHEET UNIT I

XI Topic	Questions	Answers	Check one
The Iroquois made many contributions.	1. Foods contributed by the Indians are pumpkin, potatoes and _____.	A. bananas B. corn C. beef cattle	A._____ B._____ C._____
	2. A plant used in medicine is _____.	A. sweet flag B. tumble weed C. daisies	A._____ B._____ C._____
	3. The Iroquois Confederacy was a model for the government of _____.	A. United States B. Canada C. England	A._____ B._____ C._____
	4. A city with an Indian name is _____.	A. New York B. Watertown C. Schenectady	A._____ B._____ C._____
	5. Some Indian people we remember are Joseph Brant, Jim Thorpe, and _____.	A. Hiawatha B. George Washington C. Jimmy Carter	A._____ B._____ C._____

6.11e

CULTURAL EDUCATION

UNIT II

XII CONCEPT	OBJECTIVES	MATERIAL
Native Americans preserve many past values and way of life while living in today's society.	The student will: 1. list ways the Mohawk language is being preserved ie. language classes at Salmon River Central, Twin Rivers, St. Regis Mohawk School, Massena High School, St. Regis Village School 2. name the artifacts representing past ways of life i.e. cradleboard, wampum belt, baskets (these can be seen in the SRCS craft room) 3. cite ways that show respect for nature and living things. 4. name ways the Iroquois religion has not changed i.e. existance of the longhouse and ceremonies, reading of the Handsome Lake Code 5. list basic survival tactics i.e. grouping together of people (clans) for protection, food gathering, work force, organization (confederacy) interest in "Mother Earth" (nature) and conservation	Cradleboards, wampum belts, and baskets made by students (SRCS) Picture of reading of Handsome Lake Code Painting of the long-house as it exists today. <u>Wampum Belts</u> (Tehanetorens) Pictures of high steel workers (iron workers) today <u>Contemporary American Indian Biographies</u>. Study prints
<u>Vocabulary</u> preserve artifacts respect survival conservation		

CONCEPT	OBJECTIVES (con't)	MATERIALS
	The student will: 6. explain why knowledge of basic survival is important i.e. conservation, care of earth 7. name the kinds of work the Native American does today i.e. teach, iron worker, plant worker, lawyers, government worker	

Suggested Activity: Recreating a Wampum Belt Design

Materials: graph paper
colored pencils
Booklet - Wampum Belts (Tehanetorens)
Wampum belts completed by craft students

Method: Discuss the use of wampum belts. Tell the students what the true wampum belt was made of. Describe how belts are made today. Show pictures of several belts such as Hiawatha Belt, Two-Row Wampum Belt, Six Nations Peace Belt.

Display wampum belts (or pictures) that the craft students have made. Pass out the graph paper and colored pencils. Direct the students to choose a design to recreate on the graph paper.

* The students at SKCS could be taken to visit the Mohawk Craft Room where such items as wampum belts and cradleboards are being made by the high school students. Many items of the Iroquois culture are on display, while others are being prepared. This, on site, field visit would enable students to see many ways of preserving the culture.

6.12a

Students today are preservi g their culture by pari cipating in craftwork such as making designs, cradleboa ds and beadwork.

SAMPLE LESSON PLAN

Topic: Preserving Ways of the Past

Grade Level: 4-6

Time: 30 minutes

Vocabulary to discuss: preserve artifacts

Purpose: To show students that past ways are being preserved today.

Instructional Objectives: The student will:

1. identify the objects shown
2. describe the cradleboard, wampum belt, and basket
3. list the uses for each
4. explain how some materials used in making each object differ from materials used today

Materials: Cradleboards, wampum belts, and baskets from the craft room (student's made) Pictures of each object presented.

Methods: Discuss how people today are trying to preserve ways of the past. Tell the students about the craft room and what is made there. Show the artifacts that have been produced. Discuss the materials used in making each. Point out that many materials used today are different from those used in the past. Discuss the uses of each object - the past and present.

Evaluation: Each student will make a list of objects shown, describing each and giving a use of each.

Note: A field visit to the craft room might be arranged.

6.12c

SAMPLE WORKSHEET

Fill in the squares with the correct answers:

	Use	Materials made from (past)	Materials made from (present)
Cradleboards			
Wampum belts			
baskets			

6.12d

CULTURAL EDUCATION UNIT II PUPIL RECORD SHEET RM.#_____ TEACHER _____

Topics	Mother Earth	%	Longhouse Symbol of Confederacy	%	Formation of Confederacy	%	European Contact	%	Music	%	Legends	%	
Questions	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		
Student													

6.13a

no page 6.13

7.0 UNIT III

7.1 Study of Other Native American Communities

CULTURAL EDUCATION

Program Sequence

Unit III Study of other Native American Communities

*** Due to the fact that there are more than 300 tribal groups and more than 252 different languages for these groups, time and space do not permit outlining a course of study for each group. However the following outline will give the teacher a reference on which further study could be made. Selections of groups to study might be based on such references as The American Indian (see annotated bibliography). After selection of a group for further study, the outline for Unit II might be utilized.

A. Names of other tribal groups

B. Locations of these groups on the map (past/present)

C. Selections of two or three groups for further study

D. Comparisons/contrasts, of selected groups, with Iroquois

E. Contributions of other tribal groups

F. Government policies regarding the Native American

G. Present day policies and problems

8.0 ANNOTATED BIBLIOGRAPHY

8.1 Books

8.2 Bulletins

8.4 Cassettes

8.5 Children's Books

8.6 Films

8.7 Filmstrips

8.10 Teaching Pictures

8.11 Transpariencies

RESOURCES

Annotated Bibliography

Books

Culin, Stewart. Games of the North American Indians. Dover Pub. Inc., NY 1975.

Over 800 pages, this paperback book lists and describes games of chance, dexterity, minor amusements, games derived from Europeans, running races and many that are unclassified. An excellent reference guide when preparing plans about the games played by the Indians.

Fenton, William. Parker on the Iroquois. Syracuse Univ. Press. Syracuse, NY 1971.

Arthur Parker, an anthropologist and museum curator, wrote these three monographs on the Iroquois. The first book describes the Iroquois uses of maize. Book II presents background of the Code of Handsome Lake, the Seneca prophet. Book III describes the Constitution of the Five Nations. A reference guide and resource in preparing lessons on Indian foods, and history and government.

Hofsinde, Robert. Indians at Home. Wm. Morrow and Co. NY 1964.

While we usually think of Indian homes as the tepee of the plains, this children's book points out and illustrates the variety of Indian homes. It includes homes of the Objibwa, Iroquois, Nootka, Pueblo, Seminole and Mandan. A useful resource when planning lessons on the Iroquois longhouse.

Hunt, Ben. Big Indian Craft Book. Bruce Pub. Co. NY 1945.

While reading you will notice projects described and illustrated for Indian clothing, Indian designs and decorations, ceremonies, headdresses and music.

Lafarge,Oliver.The American Indian. Crown Pub. 419 Park Ave. S,NY. 1956.

This photographic book traces the spread of the civilizations, reconstructing in great detail the life of the Indians, in every section of North America. Very useful as it contains over 350 illustrations and color plates as well as background information for lesson planning.

Bulletins-Booklets-Periodicals

American Indians (life style and customs). Western Pub. Co. Racine, Wis. 1973.

A children's sticker book depicting colorful scenes of the Eastern Forest Indians, Plains Indians and Southwest Indians.

Bibliography of the Iroquois Literature.Paul Weinman.Bulletin #411. State Ed. Dept. SUNY Albany. 1969.

Annotated bibliography concerning 5 nations, 254 pages.

Bibliography of Nonprint Instructional Materials on the American Indian. Brigham Young University Pub. Provo, Utah.1972.

Includes listings of 16 mm motion pictures, 8 mm film loops, 35 mm slides, overhead transpariencies, study prints, maps, charts, audio recordings and multimedia kits Includes is a brief description of each available material.

Conservationist.The Iroquois of New York. NY State Dept. of Environmental Cons. Vol. 30 #4 Albany, NY Jan-Feb 1976

Special issue on the Six Nations. Colorful illustrations.

Cultural Awareness for Young Children.The Learning Tree, 9998 Ferguson Rd. Dallas 1977.

Contains games, activities and bibliography for teaching cultural awareness of the following groups: Afro-Americans, Eskimos, Mexicans, Native Americans, and Oriental. Useful for teachers of early elementary grades.

The Indian Family. Indian Culture Supplement. Saskatchewan Indian Cultural College. P.O. Box 3085 Saskatoon, Saskatchewan.

Contains introductory and background material as well as sample lesson plans for units on the family. Useful as a guide for teachers of culture or social science.

Iroquois Culture. Educational Leaflet #3. State Museum and Science Service. Albany NY.

This is a paper edition describing such topics as religion, ceremonies, social structure, hunting and agriculture. It includes references most useful for obtaining topical information.

Indian Crafts and Lore. Western Pub. Co. Racine, Wis. 1976.

Contains many colorful illustrations on such craft projects as moccasin making, Indian beadwork, designs and symbols, and many more. It also contains material on Ben Hunt, an expert on handicraft and Indian lore, as well as material on Indian lore. Useful for the teacher and the student.

The Iroquois People. A reference guide. Buffalo Public Schools, Buffalo, NY.

This is a paper edition put out by Title IV staff of Buffalo Public School. It contains short summaries on such topics as the Formation of the Confederacy, traditional kinship and family systems, the Iroquois village, travel, communication, schools, recreation, arts and crafts, music, government policies and contributions. A teacher reference bibliography is included. This guide is a must for Cultural Teachers!

Mohawk Stories. Bulletin 427. State Ed. Dept., Albany, NY 1976.

This 265 page paperback edition put out by the State Ed. Dept., contains over 30 short stories, all written in Mohawk. The remainder of the stories are written in Mohawk with English below. This is a useful resource book for the bilingual classroom teachers in preparing plans on legends.

Tales of the Iroquois. (Tehanetorens) Akwesasne Notes. Rooseveltown, NY.

This paperback contains fifteen legends. These include the Creation, The Rabbit Dance, Thunderbird, and the Seven Dances. Each paragraph of the legends is written with a pictograph beside it to illustrate the action. This is very useful in presenting lessons on legends.

Tokec,Katop,Qenoq,Sipkiw (For now, but not for long). Teacher's guide. Wabnaki Bilingual Ed. Title VII ESEA. Indian Township, Maine. 1974.

Provides lesson plans and activities for teaching historical background of Indians in the Northeast (Primarily Maine). Useful as a guide in lesson planning and presentations.

Wampum Belts. (Tehanetorens). Six Nations Indian Museum, Onchiota, NY 12968.

Describes the use of the wampum belt, and descriptions of many wampum belts. Contains illustrations.

The Weewish Tree. Vol. 4 #5. Am. Indian Historical Society. 1451 Masonic Ave., San Francisco, Cal. 1976.

"Indian Cradleboards" (Carol Matta) pp. 7-18, describes in narrative and picture form the making and uses of the cradleboard.

Cassettes

Around Indian Campfires — Troll Associates

- Indian Homes
- Indian Farming
- Indian Family Life
- Indian Customs
- Indian Legends
- Indian Celebrations
- Indian Weapons
- Indian Tools
- Indian Music
- Indian Hunting

American Indians-Harmony and Discord — Pathways Indian Programs

- Cassette/teacher's guide
- Treaties and Reservations
- History and Culture
- Mythology and Religion
- Government
- Value System
- Two Worlds

Discusses such topics as number of reservations, their location, the purpose of the chief, the government of the tribe and the federal gov't., life before the white man.

Children's Books

Beatty, Hetty B. Little Owl Indian. gr. K-4 Houghton Mifflin Co., Boston, Ma. 1951
A colorful storybook of an Indian boy named after the wisest of all birds. It Unfolds an adventure of Little Owl's as he leads the animals to safety during a forest fire.

Benchley, Nathaniel. Red Fox and his Canoe. Harper and Row gr. K-4 Pub., NY. 1964.
A colorful amusing story about a little Indian boy and his adventures with a canoe that his father made for him. It describes the making of and usefulness of the canoe.

Bernstein,Margery. Janet Kobrin. Coyote Goes Hunting For Fire. Charles Scribner's Sons. NY. 1974. gr. K-4
A California Indian myth relating the adventures of the coyote and his friends encountered looking for fire.

Bernstein,Margery. Janet Kobrin. How the Sun Made a Promise and Kept It. Charles Scribner's Sons. NY. 1974. gr. K-4
A story often told by the Bungee Indians in Canada describing how brave the beaver was in freeing the sun and sun's promise.

Martinson,David. Cheer Up Old Man. Duluth Indian Ed. Advisory Committee. Duluth,MN. 1975 gr. K-3
A colorful story of an Indian man sitting by the fire and describing his dreams of the past.

Duplicating Masters

Dockery,Ruth. Indians of the Woods and Plains. Milliken Pub. Co. St. Louis,MO. 1966.
30 pages of spirit masters depicting Indian life. Includes short stories with questions, puzzles and work sheets. Suitable for elementary grades.

Films

The American Indian Speaks Encyclopedia Britannica 16 mm sound 23 min.
Explores problems and attitudes of American Indians. Three different tribes, the Muskogee Creek, Rosebud Sioux, Nisqually, are described. Includes historical background, contemporary life and problems in the study of other tribal groups.

The American Indian Influence on the U.S. Dana Production 16 mm 20 min. sound/color
Depicts how life in the U.S. today has been influenced by the American Indian. Such contributions as foods, the constitution, trails turned to highways are discussed.

Charlie Squash Learning Corp. Of America 16 mm 12 min. color/sound
Colorful cartoon depicting how everyone wanted the Indian boy, Charlie Squash, to go to school, get a better education and make something of himself; while his parents, guidance counselor, and parish priest all push him to life in the white society. With the surprise ending, it is good for stimulating discussion.

Cry of the Marsh ACI Films, Inc. 16 mm color/sound 12 min.
Dramatizes the effects of misuse of land. A good film for use in ecology, social studies and nature study and to start discussions on how land was before the coming of white man.

Paddle to the Sea National Film Board 27 min. 57 sec. color/sound
Describes the journey of a canoe down the river. This might be used in teaching ways of travel.

Who Were The Ones North American Travelling College 16 mm 10 min. color/sound
Portrayal of historical events that took place from the coming of the white man to modern times. Provides a lead in to further discussion of the trials and tribulations the Indian has faced.

Filmstrips

Indians Who Demand Tomorrow. Pathescope Ed. Films, Inc. fs/cassette/spiritmaster/teacher's guide

Discussion of why Indians are on the warpath today. Describes poverty, poor living conditions and other problems of today. Describes how Indians are trying to obtain their rights. Useful in classroom discussion on contributions of Indians, changes in Indian life, problems of Am. Indians and today's demands.

Indians: Strangers In Their Own Land. Audio Visual Narrative Arts, Inc. 2 fs/record/guide

Traces the arrival, development, cultural and spiritual growth of the Am. Indian before the arrival of the European colonists, discusses the interaction between Native Americans and the white colonists.

Legends:

American Indian Nature Legends Troll Associates fs/cassettes

Thunder Spirits	Answering Universe
Search for Buffalo	Creatures of the River
Stealing the Sun	Animal Mysteries

American Indian Myths Learning Resources fs/cassettes

The Fisher Who Let Out Summer	The Little Iceman
The Magic Wigwam	Little Ugly Boy

The Legend of the Twelve Moons Michael Brent Pub. Inc. fs/script

This set contains 4 filmstrips, script, workbook and musical score. Long ago the Indian used the moon as a calendar, a way of marking time. This is the story of time.

Filmstrips (con't)

Americans Before Columbus. Troll Associates f/s with captions

Describes one theory of how Indians first came to America and how they lived. Includes a map indicating where tribes located after migrating to this continent, describes homes, clothing and securing of food. Although this may be controversial concerning the origins of the Indian people, many good illustrations and descriptions are presented.

Eddie, American Indian Boy. Singer SVE fs/cassette/teacher's guide

Describes difficulties faced by an American Indian boy and his family after they move from a reservation to a large city. Presents characteristics of American Indian Culture, religion, reservation life. Good for stimulating discussion about real life problems.

Indian Celebrations. Troll Associates f/s with captions

Describes celebrations and festivals of several tribal groups including the Plains Indians, Indians of the South and Northwest.

Indian Children. Troll Associates f/s with captions

Describes care of the child from infancy to maturity. Pictures the cradleboard, games, toys and ways children helped the tribe.

Indian Homes. Troll Associates f/s with captions

Describes Indian homes and ways of living depending on where they lived. Includes the Seminoles, Iroquois, Chinook, Apache, Pueblo, Chippewa, Navajo, Hopi. Homes include the adobe, hogans, huts, longhouses, lodges and tepees.

Filmstrips (con't)

Indian Stories and Legends — Universal Education and Visual Arts. fs/captions

Glooscap and the Four Wishes
How Bear Lost His Tail
Naba-Cha and the Rocky Mountains
When Goose Stole the Sun
The Legend of the Flying Canoe
The Sea Gull and the Whale
Seven Little Stars
Why Porcupine Has Quills

Kit — North American Indian Travelling College

LEADERS AND ELDERS SERIES (24):

1. Lesson Format for History, Social Studies, and Art Classes.
2. Map of contributions to Civilization by Native People.
3. Charts Leaders and Elders (24), Ojibway (4).
4. Charts on Indian Hall of Fame.
5. Reference books furnished (25).
6. Film "Who Are The Ones" from N.F.B. 7 minutes 28 seconds.

NATURAL DYES AND MINI COURSE:

1. Lesson Plan for a two-week course.
2. Listing of all Materials needed.
3. Samples of six different herbs used for dye process.
4. Samples of muslin material used.
5. Photographs of dye process.

HISTORY COURSE IN WAMPUM (O ne kor ha):

1. Wampum making report with photographs (3).
2. Legend of Wampum (O ne kor ha).
3. Photograph's of belts (7).
4. Pamphlet on belts.
5. Samples of shells used.

no page 8.9

Kit (con't)

LANGUAGE LESSON - MOHAWK - OJIBWAY - CREE:

1. Mohawk flash cards.
2. Mohawk coloring books - Ojibway coloring books.
3. Tapes on pronounciation of Mohawk.
4. Mohawk Dictionary, Cree and Ojibway Dictionaries.

NATIVE GAMES:

1. Peach Stone Game (a te nen ha) with instructions.
2. Native String Puzzle and instructions.
3. Bone Buzz String Game and instructions.
4. Double Ball (Te kane ren) with instructions.
5.

BASKETRY KIT:

1. Basic Iroquois Splint Basketry.
2. Samples of splint.
3. Sample of Sweet Grass.
4. Ripping tool or splitter.
5. Basket mold.
6. Color slides (116).
7. Narration of slides.

Records

Songs From The Iroquois Longhouse. Wm. Fenton Library of Congress Recording Laboratory. Archive of Folk Song. Washington, D.C.

Includes Corn Song, the Iroquois War Dance, The Scalp Dance, Eagle Dance, Warrior's Stomp Dance, Women's Shuffle Dance, The Great Feather Dance, The Medicine Dance, etc. All sung in the native tongue.

Tapes

Indian Homes
Indian Farming
Indian Family Life
Indian Customs
Indian Celebrations
Indian Weapons
Indian Tools
Indian Music
Indian Legends
Indian Hunting

8.9b

Teaching Pictures

American Indians - Yesterday and Today David C. Cook Pub. Co. 24 pictures/manual

Development of Indian Cultures, civilizations, lifestyles, social and governing organizations, contributions, accomplishments, struggles, and values is discussed.

Contemporary American Indian Biographies Instructor Curriculum Materials. 32 study prints /manual

Shows prints of known Indian from several tribal groups. The teacher's guide gives a brief bibliography of each person and lists activities for further study.

Early Indian Cultures of North America Media Division Co. 40 pictures/manual

Large colorful pictures depicting all aspects of Indian life in North America. Each picture has an explanation of the picture and discussion questions.

Historical American Indian Biographies Instructor Curriculum Materials. 32 study prints /manual

Includes those Indians of the past i.e. Black Hawk, Joseph Brant, Hiawatha, Tecumseh and their contributions to history.

Indians of the Eastern Forests Instructo Corporation 11 pictures/manual

The pictures illustrate shelter, dress, ways of gathering foods, village activities and environment of Iroquois, Chippewa and Seminole tribal groups.

Filmstrips (cont'd)

Indian Stories and Legends Universal Education and Visual Arts. fs/captions

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How Bear Lost His Tail
Naba-Cha and the Rocky Mountains
When Goose Stole the Sun
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The Sea Gull and the Whale
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Kit North American Indian Traveling College

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8.10a

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Tapes

Indian Homes
Indian Farming
Indian Family Life
Indian Customs
Indian Celebrations
Indian Weapons
Indian Tools
Indian Music
Indian Legends
Indian Hunting

Transpariencies

Indians:Clothing #859-32 Instructo Products Co.

Shows clothing of Chinnook, Navajo, Pomo, Shoshone, Mandan, Iroquois, Apache, Seminole, and includes Teachers' guide.

Indians:Shelter #859-33 Instructo Products Co.

Shows homes of the Mandan, Chippewa, Iroquois, Apache, Seminole.

Indians of the U.S. #3859-30 Instructo Products Co.

3 transpariencies that can be used separately or together. Names are listed and locations indicated on the map of Indians of the Southwest, Eastern Forest, Northwest Coastal and Plains. Teaching guide included

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